

# WHOLE-SCHOOL PHYSICAL ACTIVITY CONFERENCE 2024

Monday 17th June - Wednesday 19th June



## Conference Information and Abstract Book

Together we will share learning, influence leaders and shape future policy.



University of Bradford, UK.



[www.wspa2024.co.uk](http://www.wspa2024.co.uk)



WSPA2024

Abstract Book for the WSPA 2024 International Conference held in Bradford, UK, from Monday 17th June 2024 to Wednesday 19th June 2024.

Published by the WSPA 2024 Conference Committee.

**Note about the content of the abstract book;**

The Conference Committee has not made any edits to the content of the abstracts. The abstracts are, therefore, presented as they were submitted by authors.

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# Welcome from the WSPA 2024 Committee

On behalf of The University of Bradford, Wolfson Centre for Applied Health Research & Yorkshire Sport Foundation we are pleased to welcome you to our inaugural, International Whole-School Physical Activity Conference taking place in Bradford, UK.

Schools are perceived as a universal context to reach and influence all children and their teachers. However, the potential of school-based interventions to positively impact children's physical activity behaviors, particularly in the longer term, remains unmet.

With over 100 presenters from 24 countries, this conference provides the largest global platform dedicated to sharing developments in promoting whole-school physical activity. It aims to engage and connect practitioners, researchers, and decision-makers to share learning, influence leaders, and shape future policy.

Understanding the complexity of implementing and integrating physical activity into school-based education is essential to ensuring the sustainability of initiatives in schools. Bringing together a diverse audience, the WSPA 2024 conference provides a unique opportunity to learn from globally leading school-based approaches to physical activity. Keynotes will advance our understanding of what works, learning from pioneering schools, educational partners, and policymakers that deliver and support those programmes.

WSPA 2024 is a timely event to stocktake on progress towards shifting the dial on children and young people's physical activity. It's a collective effort to develop evidence-based recommendations for actions, inspiring and motivating us all to achieve our shared goal.

**Dr Andy Daly-Smith & Dr Anna Chalkley**  
**On behalf of the WSPA 2024 Organising Committee**



A handwritten signature in brown ink, reading "A. Daly-Smith".



A handwritten signature in brown ink, reading "A. Chalkley".



# WSPA 2024

## Hosts and Supporters

### Hosts



The University of Bradford became the UK's 40th University in 1966 with a population of almost 10,000 students from 150 nations. The university prides itself on its culture of diversity and inclusion. The Children's Centre for Physical Activity and Well-being sits within the Faculty of Health Studies.



The Wolfson Centre brings together health professionals and researchers to develop methods of translating research into practice. The centre focuses on improving the health and wellbeing of people within Bradford and the wider Yorkshire region.



Yorkshire Sport foundation is a lottery-funded charity working across nine districts of South and West Yorkshire. It aims to use the power of movement, physical activity and sport to change people's lives, bring communities together and tackle inequalities.

### Supporters



Creating Active Schools is a professional development programme that uses behavioural science to develop whole-school changes to physical activity provision.



JU:MP is a four-year pilot programme, funded by Sport England, that aims to help children and families in North Bradford to move and play more.



The Association for Physical Education is a charitable company that is the voice of PE across England. Their vision is to support the workforce to put PE at the heart of school life.



Born in Bradford is one of the largest research studies in the world, tracking the lives of 30,000 families to find out what influences their health and wellbeing.

# WSPA 2024 Conference Committee



**Dr Andy Daly-Smith**

Dr Andy Daly-Smith is a reader in physical activity and healthy childhood. His research focuses on the design, development and evaluation of behaviour change interventions for physical activity and health in children. He is involved in the Wolfson Centre for Applied Health Research and Born in Bradford as a Research Director on the Sport England funded JUMP programme. Andy led the co-development of Creating Active Schools, the first UK-based whole-school physical activity framework with 50 regional, national and international stakeholders. CAS is now being delivered in >200 schools within the UK.



**Dr Anna Chalkley**

Anna's research focuses on the development, implementation and evaluation of school-based physical activity interventions. Anna strongly believes in working at the interface of research, policy and practice in physical activity promotion to ensure that the work she does is impactful and is applicable to the real world. She is particularly interested in the translation of research and how it is used to inform policy and practice. Anna has acted as an advisor to a range of national and international health promotion agencies (e.g. Public Health England and the World Health Organization) and has served on the board of directors for the International Society for Physical Activity and Health. She is currently Chair of the World Health Organization's Health Enhancing Physical Activity (HEPA) Europe Network.



**Zoe Helme**

Zoe is a PhD Student in the Faculty of Health Studies at the University of Bradford. Her research focuses on the evaluation of the Creating Active Schools Programme across Bradford and employs a range of mixed method research designs. Through her PhD she has led on the development of a complex implementation research logic model to detail the national CAS programme and guide future evaluation. Zoe has also worked as a research fellow, managing the Bradford Local Delivery Pilot (JU:MP) Control Trial to assess changes in childhood physical activity levels across Bradford.



**Shania Boom**

Shania is PhD Student in the Faculty of Health Studies at the University of Bradford, funded through White Rose Doctoral Training Partnership. Shania's research focuses on physical inactivity and health in children and the development of behaviour change interventions. She is supporting the data collection of Bradford's local delivery pilot (Join Us: Move Play) control trial.

# WSPA 2024 Conference Committee



**Dr Jade Lynne Morris**

Dr Jade Morris is a Postdoctoral Research Fellow in the Centre for Children's Physical Activity and Well-being within the Faculty of Health Studies at the University of Bradford. Jade's research interest include implementation and evaluation of school-based physical activity interventions, and understanding the feasibility needs of assessing physical literacy in school and club contexts.



**Mozalfa Ilyas**

Mozalfa is a Business Support Administrator for the Faculty of Health Studies at the University of Bradford. She currently supports the Centre for Applied Dementia Studies. She also supports the organisation and delivery of events & projects within the faculty. She has worked on the Deans Dinner Event, the Faculty Awaydays, Alzheimer's Disease International accreditation, and the delivery of bespoke teaching & training to both national and international organisations.



**Andrea Symonds**

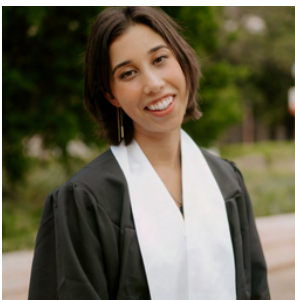
Andrea is the Creating Active Schools Project Manage in Bradford, and currently works with the JU:MP programme to lead on the active schools workstream. She has had a thirty year career in education, from classroom teacher, education consultant to head teacher before joining the JU:MP Team. This move has enabled her to combine her passion for supporting schools & staff in furthering the education of pupils with her belief in the benefits of being physically active, in her words, "this role has enabled me to really focus on supporting a professional development programme for schools, helping them to create happy and healthy environments for pupils through physical activity".

# WSPA 2024 Conference Committee



**Ellen Mendes Da Silva**

Ellen Silva has a degree (2017) and MSc (2020) in physical education. Currently she is a PhD student in Health Sciences at the State University of Londrina, Paraná, Brazil, and a visiting PhD student at the University of Bradford. She is interested in strategies for health promotion in the school setting and research in active behaviours.



**Nusha Sattar**

Nusha graduated from the University of Texas at Austin with a BA in Psychology and a minor in Kinesiology and Health Education. She is part of the Exercise and Sport Psychology Lab lead by Dr. John Bartholomew at UT Austin. As part of her undergraduate thesis, Nusha studied the relationship between motivation and effort in cycling. Working with the Creating Active Schools Research team, Nusha hopes to gain experience in the field of implementation science and community-based practice.



# WSPA 2024 Venue



The University of Bradford became the UK's 40th University in 1966.

Since opening its doors, the university has continued to grow and today hosts almost 10,000 students from 150 nations. In 2018, the university became the first British University of Sanctuary, building on its history and culture of diversity and inclusion.

## About the University of Bradford

Today, the university is committed to driving sustainable social and economic development through outstanding teaching, research and innovation to deliver the best experience for the student body.

The Richmond Building is the University of Bradford's central building at which the conference will be held. The conference will use the following rooms: the Great Hall, the Small Hall, the John Stanley Bell Lecture Theatre, E92, D2, The Atrium.







# WSPA 2024 Key Information

The University of Bradford, Wolfson Centre for Applied Health Research & Yorkshire Sport Foundation are pleased to invite you to our inaugural, International Whole-School Physical Activity Conference taking place in Bradford, UK.

## Pre-Conference Event Monday 17th June

The #WSPA2024 pre-conference event will draw together leading researchers and evaluators of school-based programmes from across the globe. Keynotes and panel debates will advance our understanding of how to evolve research methodology to evaluate the effectiveness and implementation of complex whole-school physical activity programmes. We encourage delegates to submit oral and poster presentations to share their own research, with a specific focus on the methods used.

The #WSPA2024 pre-conference will involve leading international keynotes, symposiums, presentation sessions, panel debates, and poster presentations.

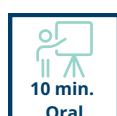
## Conference Tuesday 18th & Wednesday 19th June

For the first time, #WSPA2024 will draw together schools, education partners, policymakers and researchers to learn from leading school-based physical activity approaches from across the globe. Keynotes will advance our understanding of what works, learning from pioneering schools, educational partners and policymakers that deliver and support those programmes.

#WSPA2024 will involve inspirational keynotes, symposiums, co-design workshops, and poster presentations.

## Abstract Presentation Key

The key below has been applied to all abstracts to distinguish their presentation format. Posters have been aligned to the relevant workshop theme, but will be presented in the atrium.



10 minute oral  
presentation



3 minute lightning oral  
presentation and poster



Poster presented in the  
Atrium

# Pre-Conference Event

## Programme at a Glance

### MONDAY

8:15-9:00	<b>REGISTRATION, WELCOME &amp; REFRESHMENTS</b> <i>Small Hall</i>	
9:00-10:15	<b>OPENING, SCENE SETTING &amp; KEYNOTE SPEAKERS</b> <b>JSB Lecture Theatre</b> Opening and Scene Setting by Anna Chalkley and Andy Daly-Smith Keynotes by Esther van Sluijs and Nicole Nathan	
10:15-10:30	<b>BREAK &amp; REFRESHMENTS</b> <i>D3</i>	
10:30-11:40	<b>SYMPOSIUM 1: Addressing Implementation and Effectiveness in WSPA Research</b> <b>JSB Lecture Theatre</b> Highlighted Speakers: Jo Salmon and Natalie Lander	
11:45-12:45	<b>SYMPOSIUM 2: Developing and Learning from Monitoring Systems for WSPA</b> <b>D2</b> Highlighted Speaker: Edward Riley-Gibson	<b>SYMPOSIUM 3: Co-producing and Working in Partnership in WSPA Research</b> <b>JSB Lecture Theatre</b> Highlighted Speaker: Lauren Clifford
12:45-13:45	<b>LUNCH</b> <i>Small Hall &amp; additional seating in the Atrium</i>	
13:45-14:15	<b>KEYNOTE</b> <b>JSB Lecture Theatre</b> Sally Barber: Using Mixed Methods to Evaluate a Whole-System Approach to Increasing Childhood Physical Activity	
14:20-16:00	<b>SYMPOSIUM 4: The Effectiveness of WSPA Programmes</b> <b>D2</b> Highlighted Speaker: Stuart Fairclough	<b>SYMPOSIUM 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks</b> <b>JSB Lecture Theatre</b> Highlighted Speaker: Gabriella McLoughlin
16:00-16:15	<b>BREAK &amp; REFRESHMENTS</b> <i>D3</i>	
16:20-17:05	<b>PANEL DEBATE &amp; CLOSING</b> <b>JSB Lecture Theatre</b> Chair: John Bartholomew Panel: Esther van Sluijs, Nicole Nathan, Russ Jago, and Andreia Santos.	
17:15-19:00	<b>BBQ &amp; NETWORKING</b> <i>Atrium</i>	



# Pre-Conference Event

## Keynote Speakers

### Esther van Sluijs

Rethinking our Approach to Evaluating  
School-Based Physical Activity Interventions



***JSB Lecture Theatre***

***Monday June 17th, 9.00am - 10.15am***

Recent evidence syntheses of school-based physical activity intervention research consistently show that interventions have had limited to no impact on children's physical activity levels. A rethink of our approach to physical activity promotion in schools is therefore paramount. Novel intervention approaches that allow for more school-by-school flexibility of the content and implementation of interventions are being developed, but this direction of travel requires an accompanying change in how we approach the evaluation to ensure it is a fair test of their effectiveness. It poses the question of whether the traditional and funder-preferred cluster-randomised controlled trial design is still the most appropriate method to evaluate these interventions. In this talk, Esther will explore various methodological aspects of school-based intervention evaluations, including study design, defining interventions, primary outcome selection, and considering inequality.



# Pre-Conference Event

## Keynote Speakers

### Nicole Nathan

Bridging the Gap: Advancing Implementation  
Research in School Physical Activity  
Programmes



**JSB Lecture Theatre**

**Monday June 17th, 9.00am - 10.15am**

On average, it takes 17 years for a mere 14% of evidence-based practices to be incorporated into routine practice within clinical and community settings. Schools are no different. Despite decades of research, the translation of evidence into practice remains challenging within school settings. Moreover, evidence suggests that once implementation support ends, only 20% of programs are sustained. This keynote presentation critically examines the persistent challenge facing school physical activity research: the limited progression beyond efficacy studies and the subsequent failure to effectively implement and sustain initiatives. Drawing on extensive experience in implementation science, Associate Professor Nathan's presentation delves into the multifaceted challenges of implementing and sustaining school-based physical activity programmes. The presentation explores the implementation strategies and methodologies that have proven successful in transforming how health, education, and academic partners collaborate to implement and sustain school-based initiatives. Real-world examples and case studies of physical activity initiatives implemented in Australian schools over a 20-year period will be showcased to illustrate innovative strategies and evidence-based approaches for advancing implementation research in school-based health promotion.





# Pre-Conference Event

## Keynote Speakers

### Sally Barber

Using Mixed Methods to Evaluate a Whole-System Approach to Increasing Childhood Physical Activity



**JSB Lecture Theatre**

**Monday June 17th, 13.45pm - 14.15pm**



Despite system approaches to public health problems being increasingly discussed, their development, operationalisation and evaluation is currently sparse. Indeed, in the global literature, there are only eleven system approaches that aim to tackling physical inactivity. Four of these have targeted children, and all four have focused on addressing childhood obesity rather than physical activity per se. Furthermore, there is a dearth of understanding about methods to evaluate such interventions. Since 2018 a whole system physical activity intervention called JUMP has been designed, implemented, and evaluated in Bradford, with the primary aim of increasing moderate-to-vigorous physical activity levels of children aged 5-14. This presentation will describe the mixed methods used in the three main components of the evaluation of the JUMP programme 1) A process evaluation at the level of policy and neighbourhood 2) a process evaluation at the level of children and families 3) a quasi-experimental control trial. How the findings from the process evaluations and the control trial might be best integrated to better understand whether and how changes in the system have impacted on health outcomes (physical activity, BMI, social, emotional, and behavioural health) will be explored and discussed.

# Pre-Conference Event

## Symposia and Presentations

### Symposium 1: Addressing Implementation and Effectiveness in WSPA Research

Monday June 17th, 10.30am - 11.40am



*JSB Lecture Theatre*



*Chair: Anna Chalkley*



Research on whole school physical activity encompasses studies that focus on both implementation strategies and effectiveness evaluations. The traditional research pipeline encourages a staged approach to moving an intervention from efficacy trials to the real world which can take a long time. This session will include examples from the blending of design components to simultaneously measure outcomes of implementation and effectiveness when conducting research relevant to school-based physical activity. Insight will be shared to identify best practices and strategies that promote sustained implementation and physical activity engagement while maximizing positive outcomes across multiple domains within the school environment.

**Highlighted Speakers: Jo Salmon and Natalie Lander**

# Symposium 1: Addressing Implementation and Effectiveness in WSPA Research

## *Highlighted Speakers:*



**Jo Salmon**



**Natalie Lander**

## Scaling up a school-based intervention to increase physical activity and reduce sedentary behaviour in children: the TransformUs hybrid effectiveness-implementation trial

TransformUs was first developed in 2009 to address low levels of physical activity and high levels of sedentary behaviour among Australian primary school children, particularly during school hours. The program focuses on a whole-of-school approach and provides professional learning to classroom teachers to deliver their usual curriculum in active ways (eg, active breaks, active lessons, health lessons, active homework) as well providing a supportive school environment within and outside the classroom. Parents also received newsletters that aligned with the health lessons in the classroom. After a successful RCT which demonstrated reductions in children's sedentary time, increases in physical activity and lower adiposity and other health markers compared to usual practice, TransformUs was adapted to be offered at-scale to all 1400+ primary schools across the state of Victoria. A hybrid effectiveness-implementation trial was funded to test the real-world effectiveness of the program when delivered in the 'real world' as well as determining the implementation of the program at scale. This presentation will focus on the rationale for the research design selected for demonstrating effectiveness and implementation at scale, and the measures used in both studies. Preliminary findings from both trials will also be presented.

# Symposium 1: Addressing Implementation and Effectiveness in WSPA Research



**Alberto Grao-Cruces**



Effectiveness of a multicomponent intervention to promote physical activity levels during the school day: MOVESCHOOL study

***Monday June 17th, 10:30-11:40 am***

Introduction: Physical activity has been highlighted as one of the main determinants of health in school-aged youth. It has been observed that youth spend most of their time in sedentary behaviours during the school day. Therefore, the educational environment is an interesting framework for increasing levels of physical activity (PA). This study reports on the methods and rationale of the MOVESCHOOL study, a whole-school approach to develop a multicomponent intervention programme based on the inclusion of PA during the school day, to evaluate the effects on PA, health, educational and cognitive markers. Methods: For this purpose, a controlled trial will be carried out. It is estimated that 10 schools and around 800 students of 7th, 8th and 9th grade from two Spanish provinces will participate. Five schools will be allocated to the control group and the remaining five to the experimental group. The intervention will last 26 weeks and will consist of three components: 1) inclusion of a methodology of physically active learning in one lesson per week; 2) development of two daily 4-minutes active breaks; and 3) implementation of daily active recess. Before and after the intervention, PA and sedentary time will be assessed through accelerometry, health-related fitness levels through field tests and anthropometry, academic performance through school grades, positive health via questionnaire and cognitive parameters through specific cognition tests. In parallel, a qualitative study will also be carried out, which aims to assess the acceptability and feasibility of the intervention, based on the teachers' perception of the intervention programme. Discussion: This study aims to become a whole-school PA approach of reference at national level with potential to increase levels of PA, reduce sedentary time and, therefore, improve academic performance and wellbeing for their students.

# Symposium 1: Addressing Implementation and Effectiveness in WSPA Research



**Zoe Helme**



Evaluating Creating Active Schools: understanding a place-based whole school approach to physical activity in Bradford

***Monday June 17th, 10:30-11:40 am***

**Project Description:** This presentation will detail the evaluation of the implementation and impact of the Creating Active Schools (CAS) programme in Bradford. The CAS programme is a complex whole-school approach to physical activity that has been developed, piloted and implemented within 57 primary schools in Bradford, and is now being scaled up across the UK. To do so, we must first understand 'how it works' and 'if it works', and the nuanced way in which schools adopt such place-based approaches to enhance whole-school physical activity provision. **Methods:** We have used a mixed-methods approach to understand the initial (9-month) impact of CAS (questionnaires), its longitudinal implementation within differing primary school contexts and environments (ripple effects mapping), and the overall impact on whole-school physical activity provision (questionnaires) and levels (accelerometry). The purpose of this presentation is to detail the specific methods used to understand implementation and impact of a contemporary whole-school approach, and gain insight into the findings. **Results and Learning:** Results from the 9-month and 2-year assessment of organisational changes to physical activity provision will be shared alongside the narrative findings of the longitudinal implementation and effectiveness of CAS from the Ripple Effects Maps. Learning from these findings will be detailed to inform future research and practice.



# Symposium 1: Addressing Implementation and Effectiveness in WSPA Research



**Timothy Walker**



Assessing implementation and effectiveness outcomes for evaluating school-based Physical Activity approaches

***Monday June 17th, 10:30-11:40 am***

Program Description: Our overarching project goals were to develop and test an implementation strategy to support physically active learning in US elementary schools. Because physically active learning is an evidence-based approach for improving student's physical activity, our work used a Hybrid Type II approach, meaning we focused on both implementation and effectiveness outcomes. Our effectiveness outcomes included examining student physical activity levels, academics, and behavior. Our implementation outcomes focused on implementation fidelity of physically active learning approaches. In addition, we examined the whole-school approach of physical activity and determinants of teacher implementation behaviors. We used our formative work, implementation planning process, partner input, and the RE-AIM framework to guide evaluation outcomes. The purpose of this presentation is to share perspectives for identifying, prioritizing, and examining outcomes for evaluating school-based physical activity approaches. Impact and Learning From our formative work we learned about the importance of assessing effectiveness outcomes that extend beyond examining physical activity levels of students. These include: 1) academic- (e.g., learning readiness); 2) social emotional- (e.g., social skills); and 3) instruction-related outcomes (e.g., teacher-student relationships). We also learned about the importance of examining the whole-school approach for physical activity to gain a broader understanding about the opportunities provided in schools. To assess implementation, we created a comprehensive fidelity assessment, which included examining the dose, adherence, and quality of using physically active learning approaches. We also focused assessments on teacher-centered drivers of implementation behaviors (e.g., knowledge, attitudes, self-efficacy, and leadership support). Given the numerous outcomes, we organized them using RE-AIM, and leveraged partner input to help prioritize them. Gaining a better understanding of outcomes relevant to school partners, and implementation-related outcomes to help understand why opportunities are implemented (or not) can help advance efforts to expand the use of physical activity approaches provided in schools.

# Pre-Conference Event

## Symposia and Presentations

### Symposium 2: Developing and Learning from Monitoring Systems for WSPA

Monday June 17th, 11.45am - 12.45am



**Room D2**



**Chair: Esther Van Sluijs**

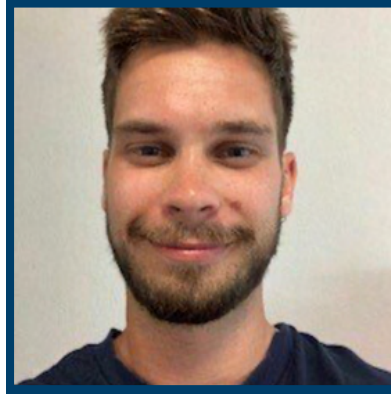


Developing and learning from monitoring systems for whole school physical activity involves the creation and use of data collection mechanisms to track and analyse aspects of WSPA within educational settings such as policies, environments, stakeholder engagement and physical activities. This session will showcase studies where examples of tools have been developed to capture data on implementation. Insights will be shared as to how these systems have been used to make evidence-based decision making and facilitate improvement for the promotion of whole school physical activity. Recommendations and considerations for further tool development will also be made.

**Highlighted Speaker: Edward Riley-Gibson**

# Symposium 2: Developing and Learning from Monitoring Systems for WSPA

*Highlighted Speaker*



**Edward Riley-Gibson**

## Assessing determinants of the sustainability of physical activity and nutrition programmes in Australian primary schools

Project description: Despite the proven effectiveness of school-based programs on improving physical activity (PA) and nutrition in children, sustaining delivery is a significant challenge. Developing strategies to support program sustainment requires an understanding of the multilevel determinants of program sustainability. As such, this study aimed to: (i) Evaluate the prevalence of the sustained delivery of PA and nutrition programs in schools. (ii) Identify differences in program delivery duration between nutrition and PA programs. (iii) Identify the top reported determinants of program sustainment. (iiii) Assess the determinants associated with program delivery duration. A cross sectional study was undertaken with 201 Australian primary schools currently implementing physical activity and nutrition programs. Factors perceived to be influential to program sustainment were assessed using a 28-item measure of sustainability determinants developed by the research team. This reflected five domains of the Integrated Sustainability Framework. A 5-point Likert scale was used and domain scores were calculated for each school by averaging item responses. Linear mixed regressions were conducted to evaluate associations between measure domains and length of program delivery. Impact: Preliminary data from 201 primary schools across eight Australian states and territories found that on average programs were sustained for 7.4 years. The lowest scoring measure item was related to the existence of a governing body policy or guideline related to the program (mean = 3.50 [SD 1.08]). Conversely, the health benefits of the program (mean = 4.44 [SD 0.75]), was the highest scoring item. Ongoing analysis aims to uncover associations between measure domains and program delivery length. The results improve our understanding of what determinants are associated with sustained delivery of physical activity and nutrition programs in schools and where support can be targeted. Learning: We will share important learnings regarding the development of pragmatic measures to assess the determinants of sustainability.

# Symposium 2: Developing and Learning from Monitoring Systems for WSPA



**Will Pascoe**



Recommended features of monitoring systems for public health programs and policies in community settings: a scoping review

***Monday June 17th, 11.45am - 12.45pm***

Project description: The scoping review aims to describe the scope of monitoring system literature and identify key features of monitoring systems for public health programs and policies in community settings. The scoping review will search academic databases and grey literature for all recommendations relating to monitoring programs and policies in community settings. Framework synthesis will be used to analyse the results. This project is due for publication in Q2 of 2024. Impact: Monitoring systems involve the regular tracking of essential information related to a program or policy to assess the progress of implementation and sustainability, offering early indicators of successes and challenges. Evidence indicating successful implementation or sustainment provides a foundation that can be used to advocate for continued support. Evidence indicating unsuccessful implementation or sustainment can trigger an investigation into adapting and optimising the program or policy and lobbying for further resources. Consequently, monitoring systems facilitate a continuous feedback loop for addressing program slippage to adapt implementation and sustainment strategies to optimally fit the changing contexts of schools and government, such as teacher turnover. It is essential that future school-based physical activity initiatives use monitoring systems so resources are not wasted due to inadequate program and policy implementation and sustainability. Learning: As an alternative to explicit physical activity outcomes, I will present the full results of our study on monitoring systems, with a focus on monitoring system features that apply to physical activity and school programs and policies. Understanding recommended features of monitoring systems would be the first step towards generating guidance about how best to implement and sustain school physical activity initiatives. This review can be utilised as guidance for developing a system to monitor the implementation and sustainability of future school-based physical activity initiatives.

# Symposium 2: Developing and Learning from Monitoring Systems for WSPA



**Nusha Sattar**



Breaking down the CAS Profiling Tool Data: Exploring the Influence of Inner and Outer School Setting on Whole School Physical Activity Provision

***Monday June 17th, 11.45am - 12.45pm***

This study uses data from the Creating Active Schools (CAS) Profiling Tool to explore how the inner and outer setting of a school influences provision for whole school physical activity. The CAS Profiling Tool is a self-evaluation form that schools fill out when joining CAS. The form measures the condition a school is in to support whole school physical activity by assessing four categories: policy, environment, stakeholders, and opportunities. Upon completion of the profiling tool, schools are given individual category scores and an overall PESO score. Researchers examined these PESO scores from (n=240) schools in the context of three levels from wide to small: (1) broad-regional context (2) financial context (3) local issues context. Data on funding and regional information were derived from publicly accessible data on English schools. As of March 2024, the analysis is still underway. So far, the data seems to suggest weak correlations between inner and outer setting and whole school physical activity provision. This finding could suggest whole-school physical activity outcomes are not necessarily bound to factors like the socioeconomic status of the school and/or the surrounding area. While limitations exist, there are ways to work creatively around inner and outer environmental contexts.



# Symposium 2: Developing and Learning from Monitoring Systems for WSPA

## + Katariina Kämppi



Self-evaluation surveys supporting staff and student participation in physical activity promotion in Finnish Schools on the Move

***Monday June 17th, 11.45am - 12.45pm***

Since 2010, Finland has been building a concept called Finnish Schools on the Move (FSM), which is a national action programme supporting educational institutions to develop a more physically active operating culture. The Self-Evaluation Survey for Physical Activity (PA) Promotion in School is a tool developed in 2015 for FSM to support schools in implementing their own unique action plans and to monitor the progress of PA promotion at the levels of schools, municipalities, and the nation. A self-evaluation survey for students was developed in 2021 to increase and strengthen student participation. The online survey for schools, available on the programme's website, has altogether 36 statements. Teams in schools evaluate each statement using a scale of 0-4 (0=not at all, 4= fully realised). The online survey for students, also available on the programme's website, has six statements related to adolescents' participation in PA during the school day and 14 statements related to students' opinions and experiences on operations increasing PA in school. By the end of year 2023, datasets consisted of over 5,000 self-evaluations concerning the physically active operating culture in schools and over 4,000 student responses. The self-evaluation produces up-to-date information on the PA promotion progress in schools for PA promoters, coordinators, and decision-makers. For schools, it provides a diverse tool that increases schools' awareness of the state of their physically active operating culture and inspires discussions among staff to find areas for development. To increase PA especially in lower secondary schools, students could be given more opportunities to take part in planning and implementing different kinds of activities. The self-evaluation survey for students is one way to gather students' opinions and strengthen their participation in the development of actions increasing PA during the school day.

# Pre-Conference Event

## Symposia and Presentations

### Symposium 3: Co-Producing and Working in Partnership for WSPA Research

Monday June 17th, 11.45am - 12.45pm



*JSB Lecture Theatre*



*Chair: Russ Jago*



Co-production and working in partnership with stakeholders are crucial strategies in advancing whole-school physical activity initiatives. This session will include studies which have included co-production and working in partnership to develop interventions and/or research methodologies. Insights will be shared on the specific co-production methodologies used to support whole school physical activity and the difference it has made to ensure ownership, inclusivity and sustainability.

**Highlighted Speaker: Lauren Clifford**

# Symposium 3: Co-Producing and Working in Partnership for WSPA

## *Highlighted Speaker:*

### **Lauren Clifford**

Co-creating meaningful school-based research with schools, for schools, and why this feels different

***Monday June 17th, 11.45am - 12.45pm***



The aim of this presentation is to discuss and share how we at Edge Hill University have worked differently with schools, the outcomes this has led to, and why the project feels different to traditional research projects. The partnership between the University and Together an Active Future (Sport England's Local Delivery Pilot for Pennine Lancashire) is structured on having an embedded researcher (outsider) who works closely with the Active Schools lead (alongsider) and the middle leader (insider). Middle leaders are schoolteachers who have undertaken a skills development opportunity that invests in their personal and professional development, whilst supporting them to lead positive change across their own school. This structure (outsider-alongsider-insider) has been central to the planning, delivery, and dissemination of meaningful child-level research outputs within a whole-system approach to physical activity.

By working alongside middle leaders, the research team has experienced a higher response in return of consent and participation in the research, disseminated meaningful outputs in formats and language that is useable and digestible for all school stakeholders, and enabled distributed and collective leadership whereby middle leaders are administrating some of the research themselves. Schools are complex, dynamic systems which require a different approach to embedding physical activity across the school day.

# Symposium 3: Co-Producing and Working in Partnership for WSPA



**Jenna Rice**



Co-development of a gamified movement skill PE intervention with school stakeholders

***Monday June 17th, 11.45am - 12.45pm***

The development of emotional intelligence competencies during childhood can act as a prophylactic strategy for reducing mental health problems. Limited evidence has demonstrated strong positive associations between emotional intelligence and motor competence in children. At present no interventions using gamification (using game-design elements in non-game contexts) in PE to specifically address emotional intelligence and motor competence have been designed. This paper describes the process of developing a gamified movement skill intervention that was coproduced with key stakeholders with the intent of improving children's (aged 9-10 years old) emotional intelligence through the development of motor competence. A total of 91 children and four classroom teachers, from three primary schools, participated in a series of eight co-production workshops. Creative methods, such as write and draw, and mind mapping were used to capture children's ideas. The results of the intervention development process provided the following thematic outcomes: specifically, children cited; 1) movement and social skills development, 2) preferences in PE, and 3) development of the interventions. These findings demonstrate how three school specific gamified movement interventions were developed with key stakeholders. This is a novel direction, and a workable framework for researchers wanting to co-produce interventions with child and school stakeholders.



# Symposium 3: Co-Producing and Working in Partnership for WSPA

## + Tuija Tammelin



Future School of Comprehensive Well-being (SchoolWell) - creating socio-pedagogical practices to support both well-being and learning in Finnish schools

***Monday June 17th, 11.45am - 12.45pm***

Future School of Comprehensive Well-being (SchoolWell) is a multidisciplinary research consortium of six universities in Finland. The main goal of the project is to influence on the heart of the Finnish comprehensive school, the everyday pedagogical action, and to create solutions to support comprehensive wellbeing and learning, together with the children, adolescents and the adults working with them. Research project lasts six years from 2022 to 2028 and is funded by the Strategic Research Council (SRC). Previously most intervention studies have adopted a single ingredient focus, addressing physical, mental or social wellbeing, resulting in limited understanding of comprehensive wellbeing, and therefore having insufficient means to promote it. The interventions targeted at promoting wellbeing have rarely been ingrained organically into the basic socio-pedagogical practices of schools, meaning that they typically become unsustainable after the special project status ends. SchoolWell project will undertake multimethod interactive intervention study. The project will contribute to the scientific renewal in the field of wellbeing research and research-based solutions for proactively enhancing equal comprehensive wellbeing at school 1) by building a novel comprehensive multidisciplinary framework, including physical, mental and socio-pedagogical dimensions of wellbeing, 2) by creating an arsenal of measures for studying it, 3) by identifying the wellbeing equality gaps, and 4) by creating effective means and supporting materials to enhance comprehensive wellbeing and learning, ingrained in the basic socio-pedagogical practices of the school. The content for the multimethod school intervention will be prepared with school staff in spring 2024, and the intervention will begin among 5th and 8th graders in autumn 2024. Among the other components, intervention will include physical activity in the forms of active breaks and physically active learning implemented by classroom teachers and subject teachers, and activities implemented by physical education teachers. Conference presentation will update the status of SchoolWell project.

# Symposium 3: Co-Producing and Working in Partnership for WSPA



**Rodrigo Soto-Lagos**



Socio-ecological assemblages to develop a whole school policy intervention: Insights from Chilean case

***Monday June 17th, 11.45am - 12.45pm***

Physical inactivity poses a global pandemic, particularly affecting girls and women. Both the World Health Organization (WHO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocate for schools to play a strategic role in addressing this issue. In Chile, despite public and private initiatives focusing on raising awareness about diet and physical activity, notable success remains elusive. This project is anchored in a qualitative epistemology and a theoretical-methodological framework connected to the socio-ecological model and the perspectives of new materialisms. It engages in a dialogue with emerging viewpoints in Public Policy and body practices. The project seeks to comprehend the socio-ecological structures that public and private schools in Chile establish to combat physical inactivity. The preliminary findings reveal three crucial aspects. Firstly, cross-sectoral collaboration and multilevel governance stand out as pivotal elements in developing an effective whole-school intervention. Secondly, a whole-school intervention must be locally relevant for various stakeholders, including students, families, teachers, non-teaching staff, administrators, workers, organizations, and the community. Thirdly, policy should reconsider concepts aimed at promoting physical activity in schools. In this context, the incorporation of body practices, new materialism, and the ecological model offers a more integrative and democratic approach to fostering physical activity. In conclusion, a comprehensive whole-school intervention to enhance physical activity underscores the necessity for policy considerations that encompass the intricate interplay of institutional, local, and personal aspects of physical activity.

# Pre-Conference Event

## Symposia and Presentations

### Symposium 4: The Effectiveness of WSPA Programmes

Monday June 17th, 14.20pm - 16.00pm



**Room D2**



**Chair: Daniel Bingham**



Researching the effectiveness of whole school physical activity programs is essential for understanding their impact on a range of pupil outcomes such as health, academic performance, and overall well-being. This session will explore the identification of a range of pupil level outcomes for measuring effectiveness and provide examples of studies which have used different methods e.g. accelerometry, in identifying the most effective strategies for promoting physical activity within educational settings.

**Highlighted Speaker: Stuart Fairclough**

# Symposium 4: The Effectiveness of WSPA Programmes

## *Highlighted Speaker:*

### **Stuart Fairclough**

Outcome selection and effectiveness in school-based physical activity interventions

***Monday June 17th, 14.20pm - 16.00pm***



Schools are universally recognised as key environments to promote physical activity, health, and wellbeing in children and adolescents. School-based interventions focused on physical activity have great potential to have positive impacts on students' health-related behaviours, health and wellbeing status, practice of teachers, and school policies. However, evidence for the effectiveness of school-based physical activity interventions is mixed due to numerous factors related to (amongst other things) intervention feasibility, implementation fidelity, methodological weaknesses, and outcome selection. The selection and operationalisation of intervention outcomes in particular is critical in determining the effectiveness of school-based physical activity programmes. This presentation will discuss intervention outcomes with reference to effective and ineffective school-based programmes. It will highlight some examples of effective interventions and discuss alignment of intervention characteristics with outcomes. The final part of the presentation will discuss methods of assessing physical activity outcomes in school-based interventions and how these can influence effectiveness.



# Symposium 4: The Effectiveness of WSPA Programmes



**Bina Ram**



Developing a Core Outcome Set for whole school physical activity interventions: a modified Delphi survey

***Monday June 17th, 14.20pm - 16.00pm***

Project description: Studies of whole school-based physical activity interventions vary in the outcomes they measure. This prevents synthesis of results to establish intervention impacts. We used a modified-Delphi consensus method to develop a core outcome set (COS) agreed by key stakeholders for future studies of whole school-based physical activity interventions. Through a systematic review and steering group workshop, we identified 50 outcomes from which three domains were established: physical activity and health, social and emotional health, and educational performance. We listed these outcomes in a 2-round Delphi survey and recruited 104 key stakeholders (educators, health researchers, parents, public health professionals) of whom 65 completed both survey rounds. We carried out a workshop with children to include their views, and all stakeholders were invited to attend the final consensus meeting to agree the outcomes to be included in the COS. A total of 14 outcomes were agreed to be included in the COS: five outcomes for physical activity and health (diet (varied and balanced), energy, fitness, intensity of physical activity, and sleep (number of hours)); seven outcomes for social and emotional health (anxiety, depression, enjoyment, happiness, self-esteem, stress, and wellbeing); and two outcomes for educational performance (concentration, focus).

Impact: We have developed the first COS for whole-school physical activity interventions in consultation with those interested in the development and application of an agreed standardised set of outcomes.

Learning: Future studies including these outcomes will reduce heterogeneity across studies from which findings can be compared to establish intervention effects.

# Symposium 4: The Effectiveness of WSPA Programmes



**Mhairi MacDonald**



Generating school day movement behaviour outcomes using wrist worn raw accelerometers

***Monday June 17th, 14.20pm - 16.00pm***

School-based physical activity programmes are reported to be largely ineffective in significantly changing children's physical activity levels when compared to schools following usual practice. A contributing factor may be the methods used to assess, process, analyse, and present physical activity and sedentary time (i.e., movement behaviours) outcomes. Self-report and/or device-based methods are typically used to generate movement behaviour data but there is no consensus on choice of methods, how data are processed, and which outcomes should be reported. This presentation focuses on a longitudinal school-based programme ('Ready, Set, Move') delivered in seven primary schools and one secondary school in Pennine Lancashire. The emphasis will be on the rigorous methods used to assess children's movement behaviours and how the outcomes generated can be used to inform subsequent phases of the programme. Year 4 and Year 7 children wore research grade accelerometers on their non-dominant wrists for 24-hours/day over 8-days between October and December 2023. Accelerations were recorded at a frequency of 100 Hz. Following the data collection protocol, raw acceleration files were obtained. These were processed using open-source software whereby any device calibration errors were corrected, non-wear periods were imputed to maximise available data, summary accelerations were averaged to 1-second epochs, and movement behaviour outcomes were generated then averaged across valid wear days. Importantly, these outcomes were specific to the timing of the start and end of each school's day, as well as the 24-hour period. The outcomes of interest reflected physical activity volume (average acceleration) and intensity (intensity gradient), absolute and percentage movement behaviour time-use (sedentary time, light, moderate, vigorous physical activity), and the timing and average accelerations for the most and least active 30-minutes of the school day. These outcomes and their application will be described and comparisons made between sub-groups and non-school times.

# Symposium 4: The Effectiveness of WSPA Programmes



**Adrià Muntaner-Mas**



The effects of active breaks on educational achievement in preadolescent children with and without ADHD: rationale and design of The Break4Brain project

***Monday June 17th, 14.20pm - 16.00pm***

Introduction: The main goal of the Break4Brain project is to study the effects of active breaks on academic performance, and cognitive and brain function in preadolescent children (10-12 years old) with and without attention deficit hyperactivity disorder (ADHD). Methods and Results: We will examine the effects of The Break4Brain project through two studies. First, 60 preadolescent children with (n=30) and without (n=30) ADHD will participate in a within-participants crossover pretest-posttest comparison study in the laboratory. These participants will engage in three experimental conditions (control group: inactive condition; intervention groups: physical activity with cognitive engagement and physical activity with high intensity) and will undertake four assessments (one at baseline and three immediately following each experimental condition). Our primary outcome is functional brain function measured with an electroencephalogram. Secondary outcomes will include executive function, academic performance, physical activity and fitness, and motor competence. The second study will aim to recruit a total of 150 school-aged children with a between-participants pretest-posttest comparison design through a cluster randomised controlled trial with allocation occurring at the school level. Schools allocated to the intervention group will deliver one daily active break for ten weeks. The active breaks will be based on videos and will include foundational aerobic and muscle-strengthening activities tailored to meet student needs and interests. The study outcomes will be assessed at baseline and the end of the intervention, including executive function, academic performance and classroom behaviour. We will also conduct economic and process evaluations to determine cost-effectiveness, programme acceptability, implementation and adaptability in schools. Conclusion: The societal and scientific impact of the Break4Brain study is guaranteed by the ground-breaking and novel nature of the project focusing on educational achievement. By the end of the project, we aim to have produced a significant change in the knowledge of how active breaks can impact key domains (i.e. academic performance, cognition, and brain function) for improving educational achievement in children with and without ADHD.

# Symposium 4: The Effectiveness of WSPA Programmes



**Ana Maria Cortado-Ayala**



Assessing the impact of a school movement intervention, TransformUS, on adolescent's movement behaviours in three secondary schools

***Monday June 17th, 14.20pm - 16.00pm***

Purpose: TransformUs program has been shown to improve physical activity (PA) and reduce sedentary time (SED) in primary schools through active pedagogy and supportive classroom and school ground environments. This pilot study aims to trial an adaptation of TransformUs to determine the effect on PA and SED in secondary schools. Methods: This study involved adolescents (n=129) from three Australian schools. Each school selected a different combination of TransformUs strategies (active classrooms, active recreation, and supportive school environments) to increase PA and reduce SED, which included active academic breaks/lessons, standing desks, teacher's professional development, sport/fitness equipment, and organised activities. Interventions spanned 12, 11, and 6 weeks for schools 1, 2, and 3, respectively. Garmin Vivosmart 4 heart rate monitoring tracked SED and PA (light [LPA], moderate [MPA], and vigorous [VPA]) at baseline, every 2 weeks during the interventions, and at follow-up. Mixed model analysis assessed intervention effects on each school's SED and PA during school, class, and recess times separately. Results: School 1 showed no significant intervention effect. School 2 exhibited increased MPA during class time in the first 2 weeks, with significant variations during recess. School 3 displayed decreased LPA during the second 2 weeks of intervention compared to baseline, particularly during class time. Secondary analysis revealed significant differences within the intervention period, including increased SED and decreased LPA during recess in the first 2 weeks. Conclusion: Overall, no movement behaviours were significantly changed before and after the intervention in any of the three schools during school time. Significant changes in SED, LPA and MPA within the intervention period indicate variability in the response to the implemented strategies.



# Symposium 4: The Effectiveness of WSPA Programmes



**Sam Dixon**



**Game on, Grades up? Assessing the Impact of a Teacher and Pupil Designed Acute Physical Activity Break on Children's Cognitive and Psychological Outcomes**

***Monday June 17th, 14.20pm - 16.00pm***

Introduction: Physical Activity (PA), whilst beneficial for children's overall wellbeing, has also been proposed to benefit scholastic performance. Schools, vital environments for health promotion strategies, have seen a rise in popularity of PA breaks, the efficacy and effectiveness of which amongst a demanding academic curriculum, is essential. We believe that acute PA may benefit important cognitive and psychological variables which are associated with academic performance. This study aims to investigate the impact an acute PA break, designed by teachers and children, has on such outcomes, whilst also aiming to discern its influence on executive functioning, affect, and arousal individually. Methods: In a within-subjects crossover design, 120 pre-adolescent children performed three conditions in a randomised order: specially designed PA break, usual PA break practice, and a sedentary control. Pre/post/follow-up timepoints measured executive functioning via Stroop and Connections Tests, and arousal and affect by the Felt Arousal Scale and the Feelings Scale respectively. Class teachers evaluated class behaviour in the period between post measures and follow-up (45-minutes post-PA), and children's enjoyment and engagement with the experimental conditions was measured via questionnaires. Anticipated Outcomes and Implications By involving teachers and schoolchildren in the design process, we hope to have developed a PA break that is effective, feasibly implemented, and enjoyable, and verify that schools can prioritise health promotion strategies such as PA breaks without compromising academic demands. Our study examines how an acute PA break impacts factors relevant to academic performance: affect, arousal and executive functioning, aiming to optimise the design using theory and key stakeholder input. Future plans include two distinct strategies: upscaling school inclusion to evaluate the efficacy of the PA break on a much larger scale, while simultaneously directing focused efforts on underrepresented groups and children with disabilities.

# Symposium 4: The Effectiveness of WSPA Programmes



**Jorge Romero-Martinez**



Effects of a physically active learning class based intervention in primary school students' physical activity. The ALPHYL project.

***Monday June 17th, 14.20pm - 16.00pm***

Traditional education has long been critiqued for its sedentary nature, leading to prolonged inactivity among students. Acknowledging the pivotal role of physical activity in learning and student well-being, the ALPHYL Project (financing code: PID2020-115075RA-I00) aimed to redefine this landscape by fostering physical literacy (PL) through physically active learning (PAL) experiences in Primary School. This study presents the complementary interventions' opinions and perspectives from educators and researchers involved in the ALPHYL Project. The initiative aimed to infuse PAL approaches across key curricular areas (e.g., Mathematics) and Physical Education (PE), harnessing the body as a tool for enriched learning within an inclusive educational framework. Teachers training and resources co-creation were conducted for six months' prior the intervention. Over a trimester, a collaborative effort between educators and the ALPHYL team implemented PAL interventions. These included movement-based games, motor skill challenges, and embodied expression, strategically integrated into various subjects across school facilities through effective coordination. In addition, three didactic units were used during PE classes, focusing on the development of the different domains of PL (social, cognitive, physical and psychological). The evaluation involved joint reflection by both educators and researchers after the intervention. Structured meetings facilitated insights into the effectiveness and challenges encountered during the ALPHYL Project. The analysis revealed positive results from both the teachers and the ALPHYL team. These included a reduction in sedentary behavior, increased student engagement, and improvements in the basic psychological needs of autonomy, competence and relatedness, as well as increased student enjoyment. Areas identified for improvement were the material requirements, the complexity of the tasks or the commitment and space required. The positive results obtained support the importance of replicating this type of project in other schools, thus promoting a more active and healthy approach to education. Keywords Physical Literacy; physically active learning; physical activity promotion; primary education.

# Symposium 4: The Effectiveness of WSPA Programmes



**Marion Gasser**



## Increasing Swiss adolescents' physical activity levels through a comprehensive school-based physical activity program: Study protocol of the cluster randomized controlled trial Active School

**Background:** The positive effects of regular physical activity on adolescents' physical and mental health are well-established. Despite these benefits, most Swiss adolescents do not meet WHO's recommended level of physical activity, including a daily minimum of 60 minutes of moderate-to-vigorous physical activity. Due to their widespread accessibility, schools are identified as a key setting to promote physical activity. Recently, the comprehensive school physical activity program (CSPAP), in which physical activity leaders (PALs) play a crucial role to advance school-based physical activity promotion, has been discussed. However, such comprehensive approaches are still lacking in Switzerland, and specific PAL trainings do not exist. Therefore, this study aims to implement and evaluate Active School, a comprehensive school-based physical activity program for Swiss secondary schools with integrated PAL training. **Methods/Design:** A cluster randomized controlled trial involving 12 secondary schools (6 experimental, 6 waiting-control schools) will assess baseline data and effectiveness of Active School at 12 and 24 months. Active School includes five CSPAP-based components and each school is encouraged to set individual physical activity goals in this regard. This process is guided by the PALs, who will participate in professional training before and during Active School implementation. As a primary outcome, students' moderate-to-vigorous physical activity will be assessed via accelerometers. As secondary outcomes, inactivity, light physical activity, step counts and motor performance will be measured, and students' general wellbeing, learning behavior and psychosocial measures will be assessed by questionnaires. The effectiveness-evaluation is accompanied by a process-evaluation focusing on the implementation outcomes of dose of delivery, reach, feasibility, and sustainability. A mixed methods approach, including ripple effect mapping, will be employed to reconstruct and understand the implementation process. **Discussion:** This study will be the first to implement and evaluate a CSPAP in the Swiss school system with specific PAL training and simultaneous application of effectiveness and process-evaluation considered strengths.

# Pre-Conference Event

## Symposia and Presentations

### Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks

Monday June 17th, 14.20pm - 16.00pm



*JSB Lecture Theatre*

● *Chair: Nicole Nathan*



The co-development of tools to measure the implementation of whole school physical activity programs, coupled with the application of frameworks to understand implementation processes, represents a critical approach in advancing our understanding and efficacy in promoting physical activity within educational settings. This session will include examples of studies which have developed tools to assess various dimensions of program implementation and a systematic way to analyse and interpret implementation data, offering insights into the contextual factors, facilitators, and barriers that influence programme adoption and effectiveness.

**Highlighted Speaker: Gabriella McLoughlin**



# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks

*Highlighted Speaker:*

## Gabriella McLoughlin

Using implementation science to measure policy impact through a health equity lens

***Monday June 17th, 14.20pm - 16.00pm***



**Project Description:** Dissemination and Implementation (D&I) science enables the translation of evidence to action, and measurement of implementation is essential to moving the needle on physical activity and health promotion. Unfortunately, those most at risk for physical inactivity live in low-income households and identify as part of a minoritised racial/ethnic population, and existing measurement tools do not adequately measure equitable implementation. From 2021-2023, we conducted a measurement development project funded by the Urban School Food Alliance (US) to understand how policies, such as those targeting nutrition and physical activity behaviors, are implemented at the school level. This study is the first to meaningfully integrate both implementation science and health equity frameworks and we sought to achieve content and face validity through seeking primarily end-user (i.e., student, parent) and implementer (teacher, staff administration) feedback with additional input from those working in policy and higher education sectors.

**Impact:** The result of this project is a series of survey tools that hold face and content validity to measure determinants (i.e., facilitators, barriers), processes (i.e., the action components), and outcomes (i.e., indicators of success) of policy implementation. These tools were then administered among a diverse, urban population in the United States to gather psychometric properties and enhance internal validity. We have also developed an adaptation guide, funded by the US National Cancer Institute (NCI), to allow researchers and practitioners to adapt and tailor these surveys to other populations and target behaviors.

**Learning:** Attendees will leave with a concrete understanding of how to assess whole-school physical activity policy approaches grounded in implementation science and health equity, reducing the need to “reinvent the wheel” for their evaluation. This will ultimately enhance the gap between policy and practice and ensure that those most at risk for inactivity are a central part of the implementation evaluation process.

# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks



**Zoe Helme**



Opening the black box of implementation: developing an implementation research logic model

***Monday June 17th, 14.20pm - 16.00pm***

Background: Global guidance is driving systems-thinking to the forefront of research, policy, and practice. To achieve this, we need to consider 'how things work' to ensure successful implementation. Use of the implementation research logic model (IRLM) as a contemporary tool to aid the planning, reporting, synthesising, executing and evaluation of the novel Creating Active Schools (CAS) programme is illustrated. Methods: A five-step iterative process, underpinned by the IRLM was undertaken to hypothesise and identify conceptual pathways between the CAS; (1) programme determinants, (2) programme components and actions, (3) implementation strategies, (4) mechanisms of action and, (5) outcomes. Throughout development, school-based and CAS stakeholders engaged in reviewing appropriate implementation theories, models and frameworks, terminology, and content. An in-depth CAS logic model was created to detail the CAS programme and underpinning mechanisms. Conclusions: This presentation will provide novel insights into how contemporary implementation tools can be applied and adapted to enhance the planning, reporting, synthesising, executing and evaluation of complex interventions and strategies. The CAS logic model provides a blueprint for future school-based interventions to develop evidence-based logic models and to increase the likelihood of acceptance, feasibility, and sustainability.

# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks



**Timothy Walker**



Lessons learned from using implementation mapping to develop an implementation strategy to support physically active learning in US elementary schools

***Monday June 17th, 14.20pm - 16.00pm***

We used Implementation Mapping (IM) to develop an implementation strategy for physically active learning in elementary schools. IM is a systematic process that leverages partner input, theory, and empirical evidence to develop implementation strategies. The objectives of this presentation are to: 1) share how IM can enhance implementation planning efforts in schools, and 2) share lessons learned from working with two elementary schools in Houston, Texas, USA. We assembled a planning group consisting of researchers and educators to help guide our effort. We then carried out the IM steps: 1) specifying implementation roles, 2) identifying implementation outcomes, behaviors, and determinants; 3) choosing theoretical change methods, and 4) developing implementation strategy materials. Based on this process, we created a multifaceted implementation strategy that centered on training sessions and facilitation. The training and facilitation sessions leveraged multiple change methods (e.g., active learning, persuasive communication, modeling, and guided practice) to address determinants (e.g., knowledge, attitudes, skills/self-efficacy). We then created an IM-Logic Model to specify the mechanisms of action for reporting and evaluation. There were multiple lessons learned. First, we benefited from a strong planning group and learned about effective ways to engage our collaborators throughout the process. Second, we learned about the importance of addressing implementation roles and behaviors of school leaders and support staff. Specifically, we focused on helping school leaders and staff model physically active learning, identify champions, and reinforce teacher's implementation success. Third, we learned the importance of tracking process-based outcomes, sharing results and obtaining feedback throughout the effort, and documenting the implementation strategy. Overall, IM provides a structured approach for developing implementation strategies. This approach leverages core processes for planning and provides a structured way for specifying and evaluating mechanisms of action. This is highly impactful for future efforts to scale-up physically active learning in elementary schools.

# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks



**Robert Sutton**



Advancing whole school physical activity: a systems methodology approach

***Monday June 17th, 14.20pm - 16.00pm***

During my two decades as a teacher and leader of PE, schools worldwide have attempted to integrate strategies to enhance PA. However, in recent years a critical gap has emerged in understanding the complexity of PA within the school system. My doctoral research will address this gap in a Scottish context. Whilst attempts have been made to mobilise a whole school physical activity (WSPA) approach, I would argue that the rapid expansion has not yet been met with the rigour required when applying 'system thinking' methodology and tools. In turn this has meant that current 'systems thinking' approaches have failed to support researchers, policy makers and practitioners in increasing and sustaining PA levels at a population level. In response to this, my intended research programme advocates for, but also crucially critiques, the adoption of a 'systems thinking' approach to WSPA, where 'systems thinking' tools will be utilised to help in unravelling the complexity in school settings. I will adopt and develop system methodology and tools from recent successful system approaches in increasing PA in other contexts, for example, Early Learning Centres (ELC) in Scotland. Initial tools identified which may help in answering my research questions include participatory system mapping and the development of causal loop diagrams. The advantage of adopting such soft system tools is that they will allow for a shared understanding of the complexity of PA and school settings. Moreover, the study will develop, and test tools to ensure that they are tailored for educational practitioners, policymakers, and researchers to use in real world situations. In conclusion by developing and employing a rigorous system thinking lens, this research will contribute to a deeper understanding of the intricate relationships between stakeholders, resources, and environmental factors shaping the landscape of whole school physical activity.



# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks



**Ellen Silva**



Evaluation of implementation in a complex system using CFIR and McKay et al's implementation evaluation roadmap

***Monday June 17th, 14.20pm - 16.00pm***

Evaluating the implementation and scale-up of programmes in complex systems, with quality and consistency, requires the use of a comprehensive approach capable of assessing the concepts and constructs. This presentation aims to describe the use of two frameworks to assess the implementation of The Creating Active Schools (CAS) Programme. Methods: The Implementation Evaluation Roadmap and The Consolidated Framework for Implementation Research (CFIR) were used to evaluate the nine and 24-month implementation of CAS programme. Data was obtained through focus groups with school staff (n = 26) from 22 schools, CAS Champions (n = 5) and CAS Facilitators (n = 2), guided by CFIR. The analysis integrated both a data-driven, inductive approach employing codebook thematic analysis and a deductive approach informed by a priori themes derived from McKay et al.'s implementation evaluation roadmap. Thus, we aligned the key findings, across the five domains of CFIR: intervention characteristic, outer setting, inner setting, characteristics of individuals, and process. Results: We found the use of both frameworks complementary in terms of identifying concepts, constructs, and conditions of the implementation process. The use of the Implementation Evaluation Roadmap highlighted the characteristics of the progress of the implementation, such as acceptability, compatibility, dose satisfaction and sustainability. The use of CFIR indicated the exposures that influenced implementation. Impacts: The use of both frameworks provides a comprehensive approach to assess the implementation of a whole-school physical activity programme. The frameworks provide a common language in the physical activity area, which allows us to understand the implementation in a way that hasn't been applied to whole-school physical activity before. This is particularly pertinent when working with complex systems.

# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks



**Nusha Sattar**



Organizational readiness: Using the R=MC2 framework to support onboarding of CAS in schools

***Monday June 17th, 14.20pm - 16.00pm***

This study uses the R=MC<sup>2</sup> organizational readiness framework by Scaccia et al., 2015 to understand how to successfully onboard CAS in northern England primary schools. The framework describes readiness 'r' as constituted of motivation, capacity, innovation-specific capacity, and their respective subcategories. To understand the CAS onboarding process within the context of this framework, school leaders were interviewed and asked to complete a card activity. The majority of the leaders were head teachers, but the data also includes two focus groups comprised of National CAS Champions, that is CAS leaders. For the activity, 18 cards were divided into three colors, based on motivation, capacity, and innovation-specific capacity, and labeled with their subcategory titles and definitions. Interviews were recorded by dictaphone, transcribed, and analyzed thematically by multiple coders. As of March 2024, analysis is still underway. It is hypothesized that physical and financial resources are important, but not paramount to onboarding CAS in schools. Successful onboarding with the eventual goal of long-term sustainability requires school leadership and staff to understand the primary purpose of CAS beyond traditional PE approaches. CAS is intended to provide children in deprived areas with opportunities for a better future.

# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks



Trying out the second-level active school flag: the implementer's experiences

***Monday June 17th, 14.20pm - 16.00pm***

The physical inactivity levels of adolescents are a complex worldwide problem. Whole-school programmes (WSP) are recommended to improve physical activity in school settings. The second-level Active School Flag (SLASF) programme in Ireland is a Department of Education initiative. Co-designed with adolescents, this WSP aims to make “more schools, more active, more often”. SLASF is implemented by a coordinator (staff member) and an ASF class (transition year students) and has three implementation stages. The aim of this study was to understand the implementation process of the first stage. Semi-structured focus group interviews (N=11) were conducted online with SLASF implementers (transition year students and coordinators) in stage 1 schools (n = 10). Focus group script development was guided by the Consolidated Framework for Implementation Research (CFIR), to understand the implementation process of stage 1. Once transcribed, the data were thematically analysed with student and coordinator data separately and combined under the five CFIR domains. Impact and learning: A total of 31 students and seven SLASF coordinators participated. In the student data, six themes and 33 subthemes were identified, seven themes and 28 subthemes were generated from the coordinator data. Findings describe i) factors influencing successful implementation of SLASF stage 1, themes were identified as barriers, facilitators and strategies for successful implementation and were mapped to one of the 5 domains of CFIR; ii) opportunities to improve supports for schools implementing SLASF stage 1 as suggested by implementers and; iii) the perceived impact of engagement for the school and programme implementers.

# Symposium 5: Implementation of WSPA: Tool Development and Applying Evaluation Frameworks



**Lise Sohl Jeppesen**



“Instant perception” is crucial – A qualitative evaluation of understanding, acceptability and feasibility in an embodied learning pilot-intervention in Danish 3rd grade classes

***Monday June 17th, 14.20pm - 16.00pm***

Purpose: To share findings from the ACTIVE SCHOOL pilot project in a Danish real-life schools context. The intervention Move & Learn, was grounded in embodied learning theories. This presentation addresses understanding, acceptability, and feasibility of the intervention among teachers through qualitative exploration. Methods: Four schools, 13 teachers and 119 students from 3rd grade, took part in the 8-week pilot study. The intervention consisted of a minimum of 30 minutes of daily embodied learning integrated into Danish or Math lessons, supported by implementation strategies (education, inspirational teaching materials and principles). A part of the exploration was conducted in close collaboration between researchers and intervention educators (from teacher/pedagogue education), to tailor the strategies as close to the school personnel as possible. Observations of teaching (n=6), group interviews with teachers (n=4), and evaluation meetings (n=2) with intervention educators were conducted. The analysis of observations was based on "Taxonomies of embodiment in education" (1). Interviews underwent thematic reflexive analysis (2), and meeting minutes served as foundation for adjustments of strategies (3). Results: Three core themes in the interviews were identified: Instant perception, Translation of intervention, and Context matters. These were linked to implementation determinants of Acceptability, Understanding, and Feasibility. Subthemes included a range of sense making issues for school personnel, revealing that both personal mindset, class composition, and approach to physically active learning are decisive when operationalizing embodied learning. Observations showed a broad comprehension of embodied learning quality in math and Danish. Meetings with intervention educators emphasized a shift towards practical application over theoretical understanding in courses. Impact: This study's outcomes informed the refinement of implementation strategies for the ACTIVE SCHOOL RCT study. The project set-up with a close collaboration between researchers and intervention educators fostered new insights to be disseminated in initial teacher training and in the RCT teacher courses.

# Pre-Conference Panel Debate

*Monday June 17th, 16.20pm - 17.05pm  
JSB Lecture Theatre*

Our panel will debate and discuss key themes that emerge throughout the day. The audience will be invited to ask questions and share their thoughts relating to the panel discussions.



**John Bartholomew**  
(Chair)



**Russ Jago**



**Nicole Nathan**



**Andreia Santos**



**Esther Van Sluijs**



# Conference

## Programme at a Glance

### T U E S D A Y

8:00-9:00	REGISTRATION <i>Small Hall</i>		REFRESHMENTS <i>Atrium</i>	
9:15-10:30	OPENING & KEYNOTE SPEAKERS <i>Great Hall</i> Welcome and Housekeeping by Rich Williams, Shirley Congdon (Vice-Chancellor of the University of Bradford) and John Wright (Founder of the Bradford Institute for Health Research) Keynotes by Andy Daly-Smith (Reader of Physical Activity and Healthy Childhood), Ian Holmes (Co-Director of Move and Learn, UK).			
10:30-11:00	BREAK AND REFRESHMENTS <i>Atrium &amp; Small Hall</i>			
11:00-12:30	International Case Studies 1 <i>Great Hall</i> 11:00-11:30 Transform Us, <i>Aus</i> 11:30-12:00 Joy of Moving, <i>Italy</i> 12:00-12:30 SWITCH, <i>USA</i>	WORKSHOP 1: Shaping WSPA through Pupil Voice and Insights <i>D2</i>	WORKSHOP 2: Building School Stakeholder Capability to Deliver Impactful WSPA Programmes <i>JSB Lecture Theatre</i>	WORKSHOP 3: The Influence of Policy, Culture and Context <i>E92</i>
12:30-13:30	LUNCH <i>Small Hall, Atrium &amp; D3</i>			
13:30-15:00	International Case Studies 2 <i>Great Hall</i> 13:30-14:00 Finnish Schools on the Move, <i>Finland</i> 14:00-14:30 Schools in Motion, <i>Estonia</i> 14:30-15:00 CSPAP, <i>USA</i>	WORKSHOP 4: Learning from Practice: Insights on Embedding WSPA in School Culture <i>E92</i>	WORKSHOP 5: Physical Literacy and Physical Education <i>JSB Lecture Theatre</i>	
15:00-15:30	BREAK AND REFRESHMENTS <i>Atrium &amp; Small Hall</i>			
15:30-16:30	International Case Studies 3 <i>Great Hall</i> 15:30-16:00 Creating Active Schools, <i>UK</i> 16:00-16:30 SEFAL, <i>Norway</i>	WORKSHOP 6: The Role of Localities (Municipalities) in Supporting WSPA <i>JSB Lecture Theatre</i>	WORKSHOP 7: Embedding Movement in Lessons <i>E92</i>	
16:45-17:30	PANEL DISCUSSION <i>Great Hall</i> Panel: Amika Singh (Senior Researcher at Mulier Institute), Ian Holmes (Co-founder of Move and Learn), and Steve Caldecott (Deputy CEO of the Association for Physical Education).			
17:30-19:00	DRINKS, CANAPÉS AND POSTERS <i>Atrium</i> Enjoy some evening networking with, drinks, canapés and music.			

# Conference

## Programme at a Glance

### W E D N E S D A Y

8:00-8:45	REGISTRATION <i>Small Hall</i>	REFRESHMENTS <i>Atrium</i>
8:45-10:00	<b>OPENING &amp; KEYNOTE SPEAKERS</b> <b><i>Great Hall</i></b> Keynotes by Juana Willumsen (Technical Officer, Physical Activity Unit, World Health Organization), Karen Milton (Professor in Public Health at the University of East Anglia), and Charlie Crane (Senior Manager for Children and Young People at Sport England)	
10:00-11:30	<b>PARALLEL CO-DESIGN WORKSHOPS</b> Parallel workshops drawing on co-design to inform future whole-school physical activity brief to government.	
11:40-12:55	<b>WORKSHOP 8:</b> <b>JU:MP Case Study</b> <b><i>JSB Lecture Theatre</i></b> Whole-system approach to physical activity in Bradford for children and young people.	<b>WORKSHOP 9:</b> <b>Reframing Physical Education: PE for Life</b> <b><i>E92</i></b> Association for Physical Education, UK.
		<b>WORKSHOP 10:</b> <b>Opportunities for Physical Activity Through the School Day</b> <b><i>Great Hall</i></b>
12:55-13:40	<b>'GRAB AND GO' LUNCH</b> <b><i>Small Hall, Atrium &amp; D3</i></b>	
13:40-15:00	<b>PARALLEL CO-DESIGN WORKSHOPS</b> Parallel workshops drawing on co-design to inform future whole-school physical activity brief to government.	
15:10-16:00	<b>PANEL DISCUSSION &amp; CLOSING</b> <b><i>Great Hall</i></b> Panel: Anna Chalkley (Chair of HEPA Europe), Karen Milton (President of the International Society for Physical Activity and Health), Juana Willumsen (World Health Organization).	

# Conference

## Keynote Speakers

### Andy Daly-Smith

Creating effective systems to support whole-school physical activity delivery

 **Great Hall**

**Tuesday 18th June, 09.15am - 10.30am**

To create effective whole-school physical activity programmes, it is essential to understand schools as an organisation and how they function within the broader educational system. Andy's talk will draw on learning from his 15 years of research-practice experience in supporting schools to create organisational and cultural change for physical activity. He will showcase the critical leverage points within and beyond schools that must be addressed to develop supportive systems to fuel whole-school physical activity delivery. Drawing on a recent cross-European project on behalf of the World Health Organization, Andy will also share learning from 26 countries on how governments and ministries shape systems and policies to support schools in their efforts.



### Ian Holmes

Creating a school movement culture - what's stopping us?!

 **Great Hall**

**Tuesday 18th June, 09.15am - 10.30am**

I've been involved in education in one form or another for twenty years and throughout have been passionate about the role movement can play in school and of course children's wider lives. I've been a teacher, headteacher, involved in research projects on physical activity, have co-developed whole school programmes and now support a wider range of agencies that work with schools. Being part of the system in so many different ways has hopefully given me an insight into the range of challenges teachers, school leaders and those that work to support schools face in trying to embed a physical activity culture in schools. Even though our education system is more "evidence based" than ever, why do we appear to be selective in how we use it to improve outcomes for our children in school? How can we expect teachers and school leaders to incorporate movement into school life when they have more agendas to address (for example mental health and special needs), less funding, less capacity and less support? In my keynote, I will address these areas and highlight how wonderful people, schools and communities are overcoming the many hurdles in their way to improve the long term physical activity behaviours for all stakeholders in their schools.



# Conference

## Keynote Speakers

### Juana Willumsen

How schools around the world can promote physical activity

 **Great Hall**

**Wednesday 18th June, 08.45am - 10.00am**

Most children round the world spend a good proportion of their time at school – these are the key settings where they not only learn to read and write, but also have the time and safe space to play, interact with their peers and learn social and life skills that can equip them for life. As such, schools have a critical role to play in enabling, protecting and promoting physical activity. Schools can not only provide the space and time for active play, but also opportunities to learn the physical, social and emotional skills that come from participating in sport. Schools also have an important role in advocating for the safe opportunities for families to be active, whether by encouraging walking and cycling to and from school, or engaging with local physical activity providers. In a rapidly changing world, where time and educational pressures are perceived to clash irreparably with movement and play, a whole of school approach to promoting physical activity needs to extend beyond the school walls to the local community to change knowledge and attitudes about the importance and value of physical activity for children.



### Karen Milton

Shifting the physical activity and policy landscape to create system-wide change

 **Great Hall**

**Wednesday 18th June, 08.45am - 10.00am**

Despite a range of school-based physical activity policies and programmes, many children and young people still aren't active enough to benefit their health. This has been attributed to implementation failure (i.e. failure to deliver recommended strategies to encourage children and young people to be physically active). This talk will challenge this assumption by highlighting limitations with existing policies and programmes and will offer suggestions on the actions needed to shift the research and policy landscape to create system-wide changes in interventions and behaviours at scale.





# Conference

## Keynote Speakers

### Charlie Crane

Physical activity for children and young people;  
perspectives from Sport England



**Great Hall**

**Wednesday 18th June, 08.45am - 10.00am**

With only 47% of children and young people in England meeting Chief Medical Officer Physical Activity Guidelines, a whole-systems approach is needed to turn the dial on inactivity. Government guidelines set out that children and young people should get 30 minutes of their daily activity through the school day and 30 minutes outside. This talk will explore the vital role schools play in facilitating and supporting children and young people to have positive experiences of movement and why this is even more important as we look to tackle the inequalities we know exist in children's attitudes and behaviours towards sport and physical activity. Consideration will also be given to how existing policies and programmes facilitate whole-school approaches to physical activity here in England.





# Conference

## International Case Studies



### Transform Us, Australia



**Great Hall**

#### **Session 1, Tuesday, 11.00am - 11:30am**

TransformUs is a unique efficacious online whole-of-school health and education initiative for teachers, schools and parents. Framed by social cognitive theory, behavioral choice theory, and ecological systems theory, the program uses innovative behavioural, pedagogical and environmental strategies within school and home to support students to become more active and more engaged in their learning. The program has shown to be effective at improving student learning, health and wellbeing outcomes and is now available Australia-wide to students of all ages and all abilities. This presentation will focus on the 15-year evolution of the TransformUs program. Key milestones and key learnings will be presented as the TransformUs Primary program transitioned from an efficacious cluster-randomised controlled trial in 20 Melbourne-based schools, to a horizontal scale-up implementation trial offered Victoria-wide. The non-traditional translation pathway used to test the diversification and effectiveness of the TransformUs program when adapted for secondary school students (TransformUs Secondary) and students with a disability (TransformUs All Abilities) will be discussed. The presentation will also highlight the pivotal role partners and stakeholders have played to enhance the real-world implementation and impact of the TransformUs program 'at scale'. **For more information visit: <https://transformus.com.au>**



### Joy of Moving, Italy



**Great Hall**

#### **Session 1, Tuesday, 11.30am - 12.00pm**

The "Joy of Moving" is a Corporate Social Responsibility initiative that started locally ten years ago and progressively spread across different countries and continents in cooperation with school offices and charities. It pursues goals of motor, cognitive and life skills development jointly, building on designed enrichment in physical education. The "Joy of Moving" started in a municipality in northern Italy and was gradually scaled up until reaching the national institutionalization level (i.e., accreditation and promotion by the Italian Ministry of Education). First studies in Italy investigated the efficacy of "Joy of Moving" for promoting the interconnected development of motor and cognitive functions, creativity and socio-emotional life skills in the school context, as well as its reach, effectiveness, adoption, implementation and maintenance. Process evaluation was further expanded at national level, with key points being needs analysis and evaluation of facilitators, constraints and barriers acting on the implementation, based on multi-level information gathered from the different actors. The talk will be concluded presenting actual challenges posed by the spreading of "Joy of Moving" across countries. We rely on a paradigm that considers the bidirectional relationship between implementation and adaptation, and the need for impact evidence to be applied in new implementation contexts. **For more information visit: <https://www.kinderjoyofmoving.com/int/en/global-activities/italy>**

# Conference

## International Case Studies



### Switch, USA



#### *Great Hall*

#### ***Session 1, Tuesday, 12.00am - 12.30pm***

SWITCH® (School Wellness Integration Targeting Child Health) is an innovative whole-of-school intervention designed to support and enhance school wellness programming for elementary and middle school students in the USA. SWITCH was designed to reach multiple settings within schools while also facilitating engagement with families and community partners. Through SWITCH, schools can help students to "Switch what they Do (physical activity), View (screen time), and Chew (nutrition)!". The presentation will provide an overview of SWITCH programming and the capacity building process whereby schools are provided with training and professional development on school wellness programming and evaluation practices. Specific examples will be provided on the implementation strategies, i.e., how school wellness teams have the autonomy to implement program quality elements and best practices (using implementation materials) to the degree that works best for their school and context. Lastly, an insight on the steps taken to evolve SWITCH from a research project to a partnership model with Iowa State University Extension and Outreach 4-H Youth Development, and community partners, to enhance the opportunities for localized support and assistance to schools across the state, will be shared. ***For more information visit: <https://www.iowaswitch.org>***

# Conference

## International Case Studies

### Finnish Schools on the Move



**Great Hall**

**Session 2, Tuesday, 13.30pm - 14.00pm**

Finnish Schools on the Move (FSM) is a national action programme designed to foster a physically active culture in Finnish comprehensive schools. Participating schools and municipalities develop and implement their own plans to promote physical activity (PA) during the school day, particularly during recess and academic lessons. The programme disseminates ideas and practices through seminars, facilitates networking, and produces educational materials for distribution.

FSM operates through a dual approach, involving both bottom-up and top-down implementation, closely interacting with the central government. The Ministry of Education and Culture and the Finnish National Agency for Education bear strategic management responsibility, with the coordination handled practically by Jamk University of Applied Sciences.

Initiated in 2010 with a two-year pilot phase encompassing 45 schools, FSM has evolved for over a decade. By 2020, over 2000 schools, constituting more than 90% of all comprehensive schools in Finland, were involved in the programme. Consequently, comprehensive school culture has undergone significant positive changes, becoming more physically active in various aspects. One of the key success factors lies in integrating research and monitoring into the programme's implementation.

FSM has been integral to the Finnish Government Programme since 2010, emerging as a key project in knowledge and education between 2015 and 2019. The Government Programmes for 2019 and 2023 included objectives to promote physical activity across all age groups, with specific acknowledgment of successful FSM activities. Currently, the Finnish on the Move initiative has been extended to include special programmes for children in early childhood education and care, students in upper secondary and higher education, working-aged adults, older adults, and families. This comprehensive entity receives funding from the Ministry of Education and Culture. For more information visit: <https://schoolsonthemove.fi>

# Conference

## International Case Studies



### Schools in Motion, Estonia



**Great Hall**

#### ***Session 2, Tuesday, 14.00pm - 14.30pm***

The Schools in Motion (SIM) program in Estonia is an educational innovation initiative that seeks to assist schools in the integration of physical activities into their daily routines, with a particular focus on cultivating a more active school culture. The SIM program offers a systemic approach for schools, which includes providing seminars, training modules, network support, toolkits, research assistance, and advocacy. All activities within schools are planned and disseminated by the schools themselves, drawing on their own resources. Since its inception, the program has involved schools as experts and partners, engaging in activities such as focus groups with students, school leaders, and teachers, as well as development and co-creation seminars, school visits, and direct communication with schools. School activities are based on self-analyses and individualized action plans. Crucially, the key partners involved in the implementation of the SIM program are municipalities and ministries. It is recognized that effecting changes in school culture requires a sustained effort over time and necessitates a systemic approach. The program also places significant emphasis on supporting the well-being of teachers. Currently, 209 schools, varying in location and size and comprising 35% of general schools in Estonia, have joined the SIM program.

***For more information visit: <https://www.liikumakutsuvkool.ee>***

# Conference

## International Case Studies



**CSPAP, USA**



***Great Hall***

***Session 2, Tuesday, 14.30pm - 15.00pm***

This presentation will focus on the comprehensive school physical activity program (CSPAP) framework in the United States, including its origins, evolution, applications, and potential as a whole-of-school approach to helping children and adolescents' meet physical activity guidelines and develop toward active living in adulthood. Concerning the framework's origins, emphasis will be placed on the role of the comprehensive school health (CSH) model, created in the 1980s, in laying the foundation for multicomponent, systems-based approaches to health promotion through schools. An evolutionary perspective of the CSPAP framework will encompass key conceptual and theoretical advances through which thought leaders have sought to increase the framework's traction in the school system. To address applications of the framework, consideration will be given to research, policy, and practice. Specifically, attention will be directed to (a) streams of inquiry generating an evidence base for CSPAP implementation, (b) current national and state policy landscapes that align with intended CSPAP processes and outcomes, and (c) the prevalence and nature of CSPAPs in US schools. These applications will be discussed as parallel, but rarely intersecting pursuits that lack the cohesion to expand and accelerate program adoption. The presentation will conclude with recommendations for implementing CSPAPs on a national scale.

***For more information visit: <https://www.shapeamerica.org>***



# Conference

## International Case Studies



### Creating Active Schools, UK



**Great Hall**

**Session 3, Tuesday, 15.30pm - 16.00pm**

This session will showcase the Creating Active Schools (CAS) whole-school physical activity programme. Developed by the University of Bradford in partnership with the Yorkshire Sport Foundation, CAS was borne out of a need and desire to challenge the status quo around school-based physical activity provision and aims to transform school culture to support physical activity.

Details of CAS's journey to date and learning from the national community of practice will be shared as CAS continues to be adopted by schools across the country and internationally. Delegates can learn about the development of the CAS framework and subsequent school improvement programme which provides high-quality training, an online professional development tool and coaching from a locality-based Randomised Controlled Trials (RCT) have long served as the benchmark methodology for evaluating school-based physical activity interventions. Notwithstanding essential contributions, RCT might fall short in capturing the longitudinal effects and detecting change. Against this backdrop, we will embark on a 20-year journey from RCT to the Center for Physically Active Learning (SEFAL). This journey signifies a departure from traditional top-down approaches and research-led school-based initiatives to a more nuanced understanding of educational dynamics, policy and national curriculum objectives to work in partnerships with teachers to increase the pedagogical feasibility of integrating physical activity into theoretical subjects.

The journey gives a novel insight into the effort to build partnerships with schools to conceptualise and develop physically active learning as part of teachers' everyday practice. Central in the SEFAL journey is bridging the gap between academia and practice through co-created knowledge- and experience-driven innovative practice by working closely over time in an 'equal' partnership and genuinely empowering practitioners, mainly teachers.

Since SEFAL was started in 2018 by the Western Norway University of Applied Sciences, SEFAL has engaged 1635 teachers across 88 schools through its comprehensive continuous professional development program. The program builds on a whole-school approach and facilitates the co-creation of competencies by using teachers' experiences as a starting point for critical reflection on enacting and sustaining physically active learning. The SEFAL program has received substantial political recognition and is mentioned in two 2023 White papers. SEFAL has catalysed transformative initiatives in numerous schools nationwide, serving as a cornerstone for several publications in international peer-reviewed journals. **For more information visit: <https://www.hvl.no/om/sefal/>**

# Conference

## International Case Studies



**SEFAL, Norway**



***Great Hall***

### ***Session 3, Tuesday, 16.00pm - 16.30pm***

Randomised Controlled Trials (RCT) have long served as the benchmark methodology for evaluating school-based physical activity interventions. Notwithstanding essential contributions, RCT might fall short in capturing the longitudinal effects and detecting change. Against this backdrop, we will embark on a 20-year journey from RCT to the Center for Physically Active Learning (SEFAL). This journey signifies a departure from traditional top-down approaches and research-led school-based initiatives to a more nuanced understanding of educational dynamics, policy and national curriculum objectives to work in partnerships with teachers to increase the pedagogical feasibility of integrating physical activity into theoretical subjects. The journey gives a novel insight into the effort to build partnerships with schools to conceptualise and develop physically active learning as part of teachers' everyday practice. Central in the SEFAL journey is bridging the gap between academia and practice through co-created knowledge- and experience-driven innovative practice by working closely over time in an 'equal' partnership and genuinely empowering practitioners, mainly teachers. Since SEFAL was started in 2018 by the Western Norway University of Applied Sciences, SEFAL has engaged 1635 teachers across 88 schools through its comprehensive continuous professional development program. The program builds on a whole-school approach and facilitates the co-creation of competencies by using teachers' experiences as a starting point for critical reflection on enacting and sustaining physically active learning. The SEFAL program has received substantial political recognition and is mentioned in two 2023 White papers. SEFAL has catalysed transformative initiatives in numerous schools nationwide, serving as a cornerstone for several publications in international peer-reviewed journals.

# Conference

## Lightening Presentations and Posters

Poster Number	Title and Author	Presentation Type	Abstract Page Number
1	Increasing Swiss adolescents' physical activity levels through a comprehensive school-based physical activity program: Study protocol of the cluster randomized controlled trial Active School. <b>Marion Gasser.</b>	Poster	39
2	The role of teachers and wider school staff in delivering whole-school approaches to physical activity. <b>Sofie Vrieswijk.</b>	Lightening + Poster	78
3	Promoting health and wellbeing amongst school teachers - a collaborative approach to co-creation. <b>Chris Sellars.</b>	Lightening + Poster	79
4	Facilitators and barriers for the implementation of the dynamic school day: experiences of Dutch frontrunning primary schools. <b>Joske Nauta.</b>	Lightening + Poster	88
5	Evaluation of physical activity levels with implemented initiatives for increasing whole-school physical activity. <b>Jan-Michael Johansen.</b>	Lightening + Poster	89
6	Creating innovative leadership teams in schools to influence whole-school physical activity. <b>Alisha Lingard and Alice Rawstron.</b>	Lightening + Poster	94
7	Exploring how implementing a post-primary, whole-school physical activity program influences adolescents experience of school. <b>Kathleen McNally.</b>	Lightening + Poster	95
8	Prioritising physical activity in a school improvement plan. <b>Micheala Hogg.</b>	Lightening + Poster	96
9	What do whole-school approaches to physical activity look like? Lessons from Dutch primary schools. <b>Marthe Westerbroek.</b>	Lightening + Poster	97
10	Effects of 20 years of research with EDUballs/BRAINballs on children's motor and academic performance. <b>Sara Wawrzyniak.</b>	Lightening + Poster	104
11	Executive functions are related to manual motor skills in pre-adolescent children. <b>Malene Norup.</b>	Lightening + Poster	105

# Conference

## Lightening Presentations and Posters

Poster Number	Title and Author	Presentation Type	Abstract Page Number
12	The power of three- Mastery in PE. <b>Steve Waide.</b>	Poster	106
13	Assessing the impact of screen time on motor proficiency and academic performance in Preadolescents. <b>Andrea Oliver.</b>	Poster	107
14	Evaluating the implementation of the Opening Schools Facilities (OSF) programme. <b>Martin Foster.</b>	Lightening + Poster	113
15	Exploring the implementation and real-world challenges of a physical activity promotion project delivered by a professional sport club in primary schools: a qualitative case study. <b>Jack Brazier.</b>	Lightening + Poster	114
16	iMoves Active Blast Challenge- A HundrED Global Collection Innovation Winner 24. <b>Imogen Buxton-Pickles.</b>	Lightening + Poster	120
17	School active breaks in Italy. <b>Michela Persiani.</b>	Lightening + Poster	121
18	Examining teachers' perceptions of physically active learning in additional support needs schools in Scotland. <b>Ismail Okatan.</b>	Lightening + Poster	122
19	Viability and application of active breaks in Primary Education to enhance academic Performance. <b>Miranda Bodi Torralba.</b>	Poster	123
20	Promoting Active Transport and Educational Gamification: Enhancing Youth Physical Activity. <b>Michal Vorlicek.</b>	Poster	134
21	Cross sectional associations between aerobic fitness, general wellbeing and school motivation: Preliminary results from the ACTIVE SCHOOL study. <b>Jesper Schmidt-Persson.</b>	Lightening + Poster	135

# Conference

## Workshops and Presentations

### WORKSHOP 1:

## Shaping WSPA through Pupil Voice and Insight

Tuesday June 18th, 11:00 am - 12:30 pm



**Room D2**



**Chair: Victoria Archbold**



School pupils are often undervalued stakeholders in shaping whole-school physical activity initiatives. This session showcases insights from research and practice on engaging pupils in shaping whole-school physical activity approaches as a critical driver or providing insights to shape future programmes.



# WORKSHOP 1:

## Shaping WSPA through Pupil Voice and Insight



**Shania Boom**



Unveiling inactivity patterns: profiling and predicting physical activity behaviours in the least active children

***Tuesday June 18th, 11:00 am - 12:30 pm***

**Project Description:** This study investigates childhood physical inactivity, focusing on the least active children, using secondary data from Bradford's local delivery pilot, JU:MP. The research employs accelerometry data to profile weekly activity levels and identifies when these children are least active. A parent or guardian pre-collected questionnaire explores predictors influencing physical activity behaviours in this demographic. **Impact:** The study employs multilevel regression analysis to understand the influence of physical activity behaviours on overall activity accumulation in the least active children. By dissecting and interpreting this data, the research aims to inform future focus group discussions, obtaining perspectives from children, parents, and teachers/school staff, providing a holistic view of the factors affecting physical activity in this group. **Learning:** The findings from this research hope to gather insights into the complex interplay of factors influencing physical inactivity in children. **Potential Findings:** Inactivity Patterns Across Segments of the Week: Analysis of accelerometry data may reveal distinct patterns in the least active children's behaviour throughout the week, providing a foundation for targeted intervention strategies. **Predictors of Physical Inactivity:** The exploration of predictors through parental questionnaires offers the potential to uncover influential factors affecting physical activity behaviours in children. **Perspectives from Stakeholders:** Focus group discussions are likely to yield qualitative insights into the lived experiences and perceptions surrounding physical inactivity. **Co-Design for Interventions:** The data driven co-design process for developing interventions can uncover practical, actionable strategies to promote physical activity among the least active children. In summary, the potential findings from this research have the capacity to inform evidence-based interventions addressing childhood physical inactivity. By combining quantitative insights with qualitative perspectives, the study aims to contribute nuanced and holistic solutions to the complex challenge of promoting physical activity in the least active children.

# WORKSHOP 1:

## Shaping WSPA through Pupil Voice and Insight



**Michael Murtaugh and Adam Booth**



Evaluation for learning: Embedding pupil voice

***Tuesday June 18th, 11:00 am - 12:30 pm***

Participating in a Middle Leader program in Pennine Lancashire, we conducted a pupil voice survey in our schools. With the aim of exploring pupil experiences throughout the school day, we wanted to inform our decision-making starting with the pupil's perspective. The pupil voice results indicated problematic areas which included children stating they were bored in lessons, they were sat down for too long in lessons, a lack of activities at lunchtimes and staff not leading play at lunchtimes. They indicated that there wasn't a wide range of activities in the classroom and on the yard and they felt frustrated with the lack of equipment available to them. Enabled by the half-termly time out to reflect and plan with peers from other schools, we explored a more active approach to learning in the classroom. Active learning was introduced as a whole school aim and as a focus during staff meetings. Staff then trialled active learning approaches and fed back their experiences to senior leaders. An investment in lunchtime provision included more staff presence, and sport-specific lunchtime staff employed. A wider range of activities were introduced. This led to improved behaviour and increased activity levels as monitored by MOKI bands. More space is available outdoors to allow for different activities to take place. We have embedded pupil voice surveys to the school to track children's views and experiences. The Senior Leadership teams will also monitor trends in behaviour through a Child Protection Online Management System (CPOMS), STL walk-throughs and make use of end-of-year pupil data. The Middle Leader program is evaluated through an embedded evaluation approach, where we mapped our learning as part of a ripple effect mapping process and recorded stories of significant change that have been designed and shared across Pennine Lancashire.

# WORKSHOP 1:

## Shaping WSPA through Pupil Voice and Insight



Summary of 29,394 Active School Flag students' voices to shape whole-school approaches to physical activity

***Tuesday June 18th, 11:00 am - 12:30 pm***

**Project Description:** The second-level Active School Flag (ASF) programme includes an online whole-school survey at the beginning of the school year that would be used to shape the action plan. Scientifically tested physical activity behavioural questions were included, as well as items on perceived barriers to physical activity. The survey results were given back to the school as individual reports. The purpose of this study was to combine all the school data together to investigate overall patterns in physical activity behaviour and reported barriers among students in the ASF program. Data were analysed descriptively. **Impact and Learning:** The overall response rate was 78% of students from 46 schools at the beginning of the 2023 school year. There was a good distribution of respondents, although more senior students (5th and 6th years, typically 17-19y olds) could have taken part in the study. There was a large difference in muscle-strengthening activities at least 3 times a week between males (57%) and females (31%). The most common physical activity during break times was walking for females (56%) and football (soccer) for males (51%). Lunchtimes being "too short" were the top-ranked barrier across male (75%) and female (79%) students, as well as younger (76%) and older (79%) students. Other common barriers included too much schoolwork (67%), or not liking doing physical activities in school uniform (63%). Each school received a report specific to their own results and included open-ended responses with ideas on how to introduce new physical activity options in school. A group of students, guided by a staff member, worked with their schools' results to create an action plan, that was presented to school management and staff, as part of the ASF programme. The student voice centered action plan was then implemented by the group of students, supported by the staff.

**Funders:** Mayo Education Centre, Healthy Ireland and the Department of Education

# WORKSHOP 1:

## Shaping WSPA through Pupil Voice and Insight



**Juliet Paterson**



“Now in PE lessons we’ve got our own voice” - Creating a ‘Culture of Voice’ in primary Physical Education with the Action Gang project

***Tuesday June 18th, 11:00 am - 12:30 pm***

Democratic pedagogical approaches and student-voice pedagogies are viewed as essential for engaging pupil voice in lessons, developing understanding of pupils’ meaningful experiences and increasing the personal significance of movement (Fletcher et al., 2021; Cardiff et al., 2023). However, without a shift in culture - children’s voices can still be inadvertently suppressed despite using democratic and student-voice pedagogies (Wall, 2023). A culture, or social and compassionate context, whereby children feel valued, respected, and understood is essential. As such, a ‘culture of voice’ (Arnott & Wall 2022), where children are not only valued, respected, and understood, but also provided opportunities to speak and be heard with confidence is crucial. Such opportunities are embedded in practice and are supported by development of a reciprocal teacher and pupil relationship (Arnott & Wall 2022). Despite significant interest in children’s voice, especially within primary Physical Education, knowledge and understanding of how to develop such a ‘Culture of Voice’ is lacking. During this study, a democratic pedagogical approach to co-design, we called ‘Action Gang’, was employed for teaching PE. Action Gang took place in an inner-city primary school in the Southwest of England, with a lower Key Stage Two class and their teacher, twice a week, across one school year. Focus groups and visual participatory methods, such as filming, mapping, and drawing were used to gather pupils’ experiences of this approach. Findings showed embedding dialogue, reflection, and action upon experience within primary practice positively influenced pupil experiences of PE and physical activity. That said, the development of a ‘Culture of Voice’ was influenced by many other elements in the situation. Therefore, the purpose of this presentation is to share how this was enabled, evolved and how pupils’ meaningful experiences of primary Physical Education and physical activity were influenced.

# WORKSHOP 1:

## Shaping WSPA through Pupil Voice and Insight



**Karl Morris**



**Poplars Farm Primary School Case Study**

***Tuesday June 18th, 11:00 am - 12:30 pm***

Project Description: Our school's journey in implementing the CAS framework across the whole school. I will talk about the schools PE and minimal PA provision before joining CAS and how this has expanded over the past 3 years. This includes: Increased and continuous whole staff CPD (reduction in use of external coaches). Increased opportunities at breaks and lunches (including utilising once unused spaces). The introduction of active enrichment. Increased opportunities inside and outside of school for children to experience new activities. The use of pupil voice and the pupils in setting up games/creating ideas. The creation of a new forest school. Changes to school policy to include PA in all lessons. Impact: Increased physical activity in a large percentage of children during breaks and lunches (currently involved in project aimed at those who are still less active). Increased range of opportunities for all children. Upleveled confidence and knowledge of all school staff. Whole school approach to CAS is evident in the school. Increased enjoyment and love for physical activity for all children. Reduction of sedentary time in the classroom. Children given increased ownership of equipment, PE and PA opportunities. Learning: CAS needs to be a whole school approach, it cannot be given to just one member of staff. For greatest impact get PA opportunities into school policy, including active classrooms. Whole staff CPD is vital to the success of the CAS framework. The use of networking and the networks created by the CAS approach have been invaluable. Increasing activity levels in the least active is still a challenge and something we continue to work on as a school. The use of pupil voice and acting on this has been vital to the ongoing success of CAS in our school, something that has become more prominent as CAS has become impended.



# WORKSHOP 1:

## Shaping WSPA through Pupil Voice and Insight



**Tom Quarmby**



**“PE is way better here, way better”: Listening to students experiences of Alternative Provision of Physical Education.**

***Tuesday June 18th, 11:00 am - 12:30 pm***

‘Alternative education settings’ refers internationally to schools or programmes that serve young people who are not succeeding in ‘traditional’ school environments, though in England, specifically, the term ‘alternative provision’ is used. Such settings seek to re-engage pupils with learning, as well as promote social and emotional development, with the aim of re-integrating pupils into mainstream education. Crucially, physical education (PE) is seen to play a key role here, though no research exists exploring PE within alternative provision schools in England, specifically, nor internationally. This study sought to (1) explore young people’s experiences of PE within alternative provision settings and (2) identify key features that support positive experiences of PE within this context. In total 25 young people (aged 11-16) from four case study alternative provision settings engaged in a range of creative, arts-based methods and focus group interviews. An inductive thematic analysis led to the generation of key themes that were subsequently used to construct composite narratives. These narratives reveal various factors that influence pupils’ experiences of PE in alternative provision. The factors that facilitate positive experiences included: having the required space available to engage in activities; supportive and relatable teachers; being able to interact and play with friends; having some input and choice over the type of activities; avoiding competition; and experiencing a sense of achievement. This novel presentation is the first to offer key insights into the experiences of PE for pupils in alternative provision schools and suggests that mainstream education can learn much from what happens in alternative provision settings.

# Conference

## Workshops and Presentations

### WORKSHOP 2:

## Building School Stakeholder Capability to Deliver Impactful WSPA Programmes

Tuesday June 18th, 11:00 am - 12:30 pm



*JSB Lecture Theatre*



*Chair: Collin Webster*



Building teachers knowledge and skills to delivery of impactful physical activity programs across schools. Presentations will focus on the development of physical activity leadership roles to the professional development of educators for fostering activity throughout the school day.

## WORKSHOP 2:

# Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Helen Tyson**



Change the people to change the system: Key ingredients to a co-developed school physical activity middle leader programme

***Tuesday June 18th, 11:00 am - 12:30 pm***

As a local School Games Organiser, with many years of connections across our place, I have been seconded for 3 days a week to co-develop culture, approaches, and capabilities of schools to be more active through the school day. Our Middle Leaders programme is a professional development opportunity for schoolteachers who have aspirations of senior leadership. If we can change the behaviours, attitudes and priorities of the future head teachers we can start to change the system in which they operate. Middle Leaders hold a position in school, where they hold enough influence to be listened to by head teachers whilst still being firmly connected to whole school staff as a trusted person and therefore can influence and drive change across school. The program, over two years, provides investment in their personal and professional development and supports the identified member of teaching staff to drive and lead positive change across their own school. Middle Leaders learn and reflect together, receive strengths coaching and research coaches, provided by a university. Focusing on a strength-based approach to leadership, the Middle Leaders learn to know and understand their strengths and how these can be used to win the hearts and minds of all stakeholders across school. Our early evaluation shows middle leaders have created significant change across their schools including developing a 'Grow Curriculum' which places movement at the heart of all lessons, using pupil voice to re-design classrooms into active Learning spaces, to identifying movement behaviours across secondary age children. Middle Leaders have reported high value of the program for their future leadership development.

## WORKSHOP 2:

# Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Britt Vegsund**



The Nova Scotia Active Smarter Kids Project: Physically active learning as a key pillar of whole-school PA promotion in a small Canadian province.

***Tuesday June 18th, 11:00 am - 12:30 pm***

The Nova Scotia Active Smarter Kids Project is a pan-provincial, inter-sectoral initiative to support classroom teachers across the Canadian province of Nova Scotia with the implementation of physically active learning (PAL). Originally supported by colleagues at HVL in Sogndal, Norway, the NS ASK Project began in 2018 with a small pilot to test the feasibility of PAL in the NS education context. Now, 6 years on, "ASK" is being implemented in elementary and secondary classrooms across the province. PAL is recognized as both an effective pedagogical tool to increase student engagement and to increase student PA within the school day. Six years into leading this work in NS, we are beginning to see the systematic incorporation of PAL into educational policy and approaches across Nova Scotia. Since 2018, PAL has gone from being an unheard of pedagogical / health promotion approach, to becoming a household name in schools across this small Canadian province. The NS ASK Project has trained over 2500 teachers in that time and engaged over 75 professionals from the fields of education, public health and promotion, physical activity research, and outdoor recreation to bring this project to fruition. Inspired by Creating Active Schools Framework (Daly-Smith et al., 2020), in November 2023, the province of Nova Scotia published its first physical activity guidelines to increase physical activity across the school day for all students. Provincially, PAL is now conceptualized as a viable tool to incorporate movement into instructional time and is being used as a fertile starting point for advancing this framework by administrators across the province. A key take-away from the NS ASK Project is the importance of engaging a diverse stakeholder group to affect substantial change within the education sector. Furthermore, PAL can be a fruitful and sustainable place to begin advancing PA in schools. [www.nsaskproject.ca](http://www.nsaskproject.ca)

## WORKSHOP 2:

# Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Sarah Blézy**



Professional development for educators to support physical activity throughout the whole school day.

***Tuesday June 18th, 11:00 am - 12:30 pm***

Using a multi-stakeholder approach, we developed and implemented a framework for various professional development pathways to support K-7 educators in delivering physical literacy and physical activity throughout the whole school day. We have so far reached an estimated 4000 educators in over 300 schools in BC. There was an evaluated increase in teacher's knowledge and confidence in delivery physical activity after participating in the program, with a reported overall increase in physical activity, physical literacy, classroom management, and mental wellbeing. Key learnings include: Importance of a collaborative approach; Getting School Districts onboard is key; In-person in classroom support was most appreciated and most highly rated.



# WORKSHOP 2:

## Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Ian Holmes and Bryn Llewellyn**



Small steps, big difference- helping schools reduce sedentary time through the Creating Active Schools Framework

***Tuesday June 18th, 11:00 am - 12:30 pm***

What we did: We delivered a training and support programme across the North of England in different localities on how to improve learning whilst reducing sedentary time. We used the Creating Active Schools framework to underpin the development of our work with schools and built stakeholder capability in a number of ways:

- Working with a range of schools in a locality (usually through local delivery pilots) so they can provide support to each other both during and after the training.
- Working with middle leaders within a locality so that they can then return to their schools, and with our support (if necessary), deliver in-school staff training.
- Working with schools across different academic years, to ensure that momentum is not lost during this transition.
- Encouraging schools to send non-PE leaders to the training and network sessions, so our ideas can be integrated into teaching & learning.
- Providing remote support to delegates between face to face training sessions, through our book ("How to Move & Learn") and an online resource library.

What we learnt: Through the programmes we have seen that our approaches are needed more than ever in schools - largely due to rising neurodiversity & mental health needs. Teachers see not only how they can reduce sedentary time in lessons, but more importantly how they engage children's attention and motivation for learning. We have also learnt that each locality needs a programme tailored to work for them, and for teaching & learning to be at the front and centre for it to be accepted.

What has been the impact so far: Whilst schools are slowly embedding Move & Learn approaches, we continue to support them with building stakeholder capability through the development of Move & Learn practitioners in each locality. These are school middle leaders who have successfully embedded approaches and are now able to showcase these at their own school whilst also providing peer training support to schools that request or need it.

## WORKSHOP 2:

# Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Nick Riley**



Thinking while moving in initial teacher education

***Tuesday June 18th, 11:00 am - 12:30 pm***

Thinking While moving is an evidenced based University of Newcastle, Australia and NSW Department of Education initiative. Thinking while Moving was developed as part of the Department of Education's response to the NSW Auditor General's report into physical activity in government primary schools. The aim is to invigorate the current primary school curriculum and attempt to maximise opportunities to incorporate movement-based learning into key learning areas. Thinking while moving embeds themes of the 'What Works Best' document to support teachers in delivering quality teaching and learning in a supportive environment through explicit teaching, effective feedback, effective classroom management, supporting wellbeing, teacher collaboration and differentiation to meet the needs of all learners. Whilst Teacher professional learning has seen over 1500 teachers complete face to face training and over 2000 a self-paced e-learning course this presentation will look at the barriers and facilitators that impact on Initial Teacher students (n=60) when resources are provided for Thinking While Moving English and Mathematics lessons and classroom energisers whilst on a 4- week practicum. Impact and Learning Results from post practicum surveys and interviews were positive with students reporting an increase in confidence, a range of benefits to students, very few barriers and a change to future teaching pedagogy regarding movement. This study provides a strong rationale and evidence for the delivery of movement-based learning in Initial teacher education courses.

## WORKSHOP 2:

# Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Mathias Brekke Mandelid**



Beyond borders: Developing core aspects of physically active learning (CAPAbLE) Model in the third space

***Tuesday June 18th, 11:00 am - 12:30 pm***

With the increasing popularity of physically active learning in education, there is a need to support teachers' enactment in practice by addressing its real-world applicability. By drawing on a third-space methodology to bring together researchers and teachers who have sustained physically active learning in their practice, we aimed to explore fundamental aspects of enacting physically active learning in teaching. We propose the Core Aspects of Physically Active Learning Enactment (CAPAbLE) model. The CAPAbLE model includes 12 core aspects for teachers to reflect on their practice to consciously shape their outlook on PAL. The 12 aspects are curriculum, movement and subject content, environment, structuring teaching, frames and rules, communication, creating time and space, encountering the subject content, balance and intertwining, teacher and pupils, pedagogical responsibility, and assessment. The CAPAbLE model may serve as a departure point to resolve issues on sustainment in school as it can set the stage for future empirical investigations. The model needs further testing and evaluation to promote its applicability to other educational contexts.

# WORKSHOP 2:

## Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Sofie Vrieswijk**



The role of teachers and wider school staff in delivering whole-school approaches to physical activity

***Tuesday June 18th, 11:00 am - 12:30 pm***

We aimed to gain insight into the role of physical education (PE) teachers in integrating more physical activity (PA) during the school day (active school day). Besides, we assessed facilitating and impeding factors PE teachers experienced. We interviewed eleven PE teachers working at primary schools across the Netherlands. We transcribed and analyzed the interviews with MAXQDA. The majority of the PE teachers indicated that their foremost role is to prepare and provide regular PE lessons. In addition, they are mainly involved in activities outside the classroom, such as sports days and recess sports. Although almost all PE teachers consider implementation of an active school day highly relevant, only few have started doing so. The role of the PE teacher in implementing more PA during the school day seems to differ across the various settings and situations within schools. During regular lessons, and when the classroom teacher does not have a PE qualification, PE teachers take on a more advisory or initiating role. For PA activities during the time that children spend outside the classroom, PE teachers take both an operational and advisory role. Key motivating factors for PE teachers to promote PA during the school day are personal motivation/interest, variety in work, encouragement from school and external parties (eg a group of PE teachers from other schools), and perceived positive effects on the child (eg enjoyment and motor skills). Barriers PE teachers experience are: restraint motivation (classroom teachers) and lack of time and assertiveness (PE teacher). In general, PE teachers experience a lack of overall support within the school. Our findings indicate that PE teachers are motivated to expand their role towards other settings within school that provide opportunities to simulate PA throughout the school day. More insight is needed on how to increase support within schools for integrating PA.

## WORKSHOP 2:

# Building School Stakeholder Capability to Deliver Impactful WSPA Programmes



**Chris Sellars and Jill Wilkinson**



Promoting health and wellbeing amongst school teachers - a collaborative approach to co-creation.

***Tuesday June 18th, 11:00 am - 12:30 pm***

This presentation showcases how a Well Schools Partnership and local university can collaborate to co-create an approach to promoting teacher-wellbeing and physical activity. From making sense of teacher-generated data, to collaborating with senior management in making sense of these data, contextualising this within the wider research understandings, to devising support for senior managers and teachers themselves. Impact: we showcase the value of collaboration and provide an exemplar of how such collaboration may work, some of the challenges and ways to address them. Learning: This is a dynamic process where those collaborating continue to learn from the process. We hope to demonstrate how involving diverse perspectives and going 'outside' of the immediate stakeholders can be beneficial.



# Conference

## Workshops and Presentations

### WORKSHOP 3:

## The Influence of Policy, Culture and Context

Tuesday June 18th, 11:00 am - 12:30 pm



● ***Chair: Tuija Tammelin***



As whole-school programmes move towards systems-based whole-school approaches, it is essential to understand how policy, culture and context influence adoption and implementation. This session draws together an international series of talks examining how these different elements can influence programme success within and beyond schools. Talks cover the structure and influence of the broader educational system to internal school policy, culture and context.

# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Jacob Have Nielsen**



**Decisive factors for movement in Danish schools**

***Tuesday June 18th, 11:00 am - 12:30 pm***

Project description: What is needed to succeed implementing movement as a natural part of the school day? This question has often been asked to different stakeholders in the Danish school system. Responses naturally reflect subjective opinions reflecting the represented part of the system. Based on a systemic approach, the Practice Center for School Sport and Movement conducted a Delphi study inviting stakeholders from all sectors of the system in order to identify important factors based on dialogue and common understanding across sectors. 57 practitioners representing all sectors in the Danish school system from national politicians to pupils participated in the process. In a group Delphi process 449 inputs were identified and condensed to 169 factors. The panel rated and prioritized the factors qualifying 136 factors for further discussion in workshops. Here panelists qualified priorities based on group dialogue across sectors. Impact: Most evidently the study showed that the school system is complex. Many factors are of importance, and these are present within all sectors of the school system. Thus, all parts of the system must take responsibility and engage in order to succeed. The panel identified common understanding of movement as a didactical tool which supports variation in school day activities. A common understanding across the whole system is a foundation for communication about the topic and will support meaningfulness and acceptance among teachers. Finally, the panel identified implementation in teacher education as well as stronger leadership at national and municipality levels as the two most impactful steps to take right now in order to support successful implementation of movement in Danish schools. Learning: Results are not breaking news, but are, very importantly, qualified through the dialogue between practitioners across the school system. These findings stress the need a whole school approach engaging all stakeholders.

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# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Robert Walker**



Understanding the role of primary school context in pupils' physical activity

***Tuesday June 18th, 11:00 am - 12:30 pm***

**Project Description:** Schools are important settings to promote physical activity but evidence suggests that the majority of the interventions that have been designed to increase physical activity in this setting have not been effective. One potential reason for this lack of impact is the focus on a one-size-fits-all approach, whereby the same standardised program is delivered in all schools. Such an approach fails to take account of the context within the school: its resources, staffing, ethos and culture. To address this limitation, we are working on designing a new context-specific physical activity program for primary schools. As the initial phase of this work, we conducted one-to-one semi-structured interviews with 33 primary school staff in England between November 2023 and January 2024. Staff roles included headteachers/principals (n=5), deputy headteachers/principals (n=5), class teachers (n=7), Physical Education (PE) subject leads (n=8), dedicated PE teachers (n=4), teaching assistants (n=2), and one Parent Teacher Association chair. Staff were recruited from 19 purposively-sampled schools to include a range of sizes, location, and demographics. **Impact:** Our findings provide a foundation for future context-specific approaches. We identified a range of broader factors within primary schools that influenced pupil physical activity. These findings provide important information related to the challenges of promoting physical activity in primary schools and suggest that needs to be incorporated in tailored whole school approaches so that they can be effective, successfully implemented, and sustainable. **Learning:** Regulatory systems (Ofsted) and curriculum pressures created an environment where physical activity was difficult to prioritise. These pressures were higher among schools with greater pupil needs, which in turn may also impact staff motivation and wellbeing. Senior leadership priorities were key to enabling staff to promote pupil physical activity. However, due to the pressured environment, senior leadership's personal interests/background/values, were important factors in their decisions to prioritise physical activity. Class teachers received limited PE training during teacher training that impacted confidence that, when combined with broader pressures, led many schools to outsource PE to external enterprise. Against the pressures of the school environment, "passionate" individual staff members who dedicated their own time were important to drive physical activity in the school.

# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Ana Maria Contardo-Ayala**



**Adapting TransformUS- a whole-of-school physical activity program for Secondary schools: a participatory approach**

***Tuesday June 18th, 11:00 am - 12:30 pm***

**Purpose** This study aims to adapt the TransformUs program from primary to secondary schools, understanding stakeholder perspectives, barriers, facilitators, and school policies related to physically active learning. The objective is to co-design strategies with secondary schools to promote physical activity and reduce sedentary behaviours effectively. **Methods:** Employing a two-fold qualitative approach, the study conducted individual interviews guided by the implementation outcomes framework and co-design workshops using a Design Sprint process. Thematic analysis with NVivo 13 was applied to extract meaningful insights from the gathered data. **Results:** Interviews highlighted the pivotal role of school leadership, particularly the principal (identified as gatekeepers), and gradual implementation and a focus on aligning the program to enhance acceptability. For program adoption, participants emphasised the significance of the program's structure (e.g. alignment with the curriculum and professional learning), the endorsement of a whole-of-school approach (emphasising the need for leadership support), and teacher competence and ongoing professional development. Student attitude and motivation emerged as crucial considerations under the acceptability domain, emphasising the need to win over students' opinions, particularly in the secondary years. Stakeholders suggested targeting students directly to increase acceptability and motivation, bypassing the need for teachers to learn behaviour change techniques. Common barriers identified in the co-design workshops included a lack of teacher awareness, support, and training, along with inadequate access to activity equipment and facilities. Each school selected tailored strategies for the program, including active classrooms, organised lunchtime sports/activities, active social clubs, supportive school environments, and teacher professional development. **Conclusions:** Findings highlight the importance of school leadership, a progressive approach to change, and tailored strategies. The study emphasised the need for ongoing support and comprehensive cultural shifts for sustained integration.

# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Vanessa King**



Perspectives on the development, implementation and effectiveness of physical education, school sport and physical activity policy in primary schools

***Tuesday June 18th, 11:00 am - 12:30 pm***

The development, implementation and effectiveness of physical education and school sport policy (PESS) is an area of on-going concern (Lindsey, 2020), given the alarming statistics regarding children's engagement in PA (Sport England, 2021) and the impact this could have upon children's development of motor competency and the associated well established health benefits (Bailey et al. 2013). Low socio-economic status has been shown to affect primary aged children's motor competency and levels of PA. It is thought that this is due to a lack of enrichment opportunities provided in the home and community. Although prior research has also alluded to concerns with provision of PESS(PA) in the school context and the impact of PESSpolicy, this research focused on the population as a whole. To compare elite stakeholder perspectives with key stakeholders from a low social economic school in regard to the contextual factors influencing the development, implementation and effectiveness of PESS policy in England, a socioecological perspective was employed. Semi structured interviews (N = 24) were conducted using Emmons' (2000) SEM as a framework, to determine the multi-layered influences upon children's experiences of PESS from the home, school, community, and policy. Thematic analysis was employed (Braun & Clarke, 2006; 2019) to generate a conceptualisation of themes. Composite vignettes were used to give a collective representation of participants' voice of their subjective experiences and their understanding of PESS for primary aged children in a low SE context. This study demonstrated that higher-level policy has an influence over lower levels of the SEM but the direction of policy influence is not a simple linear fashion, trickling from higher level policy towards the community, school, and home context. There are interpersonal, cultural, environmental, and organisational factors, which can operate either as a buffer to the implementation to policy, within the political layer itself and within all lower levels highlighting the complex interacting factors that impact upon children's experiences of PESS. By gaining deeper insight into the sociocultural barriers and constraints, the current study has highlighted the unique and diverse differences in low SE communities, which have implications for governing organisations.



# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Angela Carlin**



Adapting existing school-based interventions for the Northern Ireland context.

***Tuesday June 18th, 11:00 am - 12:30 pm***

Research indicates 21% of primary schoolchildren and 16% of post-primary schoolchildren in Northern Ireland (NI) currently meet the daily recommended minimum of 60 minutes of moderate-to-vigorous PA. Whole-of-school approaches have been identified as one of 7 key investments for PA promotion, including active classrooms and high-quality physical education. This research involves adapting and feasibility testing two successful interventions: TransformUs (primary schools, Australia) and the Youth – Physical Activity Towards Health (Y-PATH) intervention (post-primary schools, Ireland) for the NI context. As part of the adaptability, the interventions were rebranded as Children – Sit Less, Move More (C-SLAMM) intervention (formerly TransformUs) and Y-PATH NI. Within both studies, we conducted focus groups with pupils, and interviews with stakeholders within schools (ranging from physical education specialist staff to senior leadership), as well as parents and guardians to understand current views and perceptions of opportunities for PA within the classroom and wider school environment. In addition, we conducted an online survey with n1500 post-primary schoolchildren to better understand their preferences for PA provision. Impact To date, findings from the Y-PATH NI study have highlighted a preference for PA to be provided with friends, during schooltime and within the school setting. Findings from our qualitative work highlighted several important factors that should be closely considered within school-based PA promotion, including incorporating an element of choice, adaptability, and flexibility within approaches. Based on findings from the qualitative work, we feasibility tested the C-SLAMM intervention in 8 primary schools in Northern Ireland, over an 8-week period. Learning Evaluation of the C-SLAMM intervention highlighted the importance of stakeholder buy-in from teachers, parents, and pupils if school-based PA promotion is to be successful. This feasibility work developed methods to assess implementation and adherence, which will be utilised within our feasibility testing of the Y-PATH NI intervention, commencing in early 2024.

# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Nancy Gullett**



To what extent do primary school policies and practices support children to be physically active? A cross-sectional quantitative survey across Greater London (UK)

***Tuesday June 18th, 11:00 am - 12:30 pm***

Project description Whole school environments that promote physical activity (PA) can help to increase children's PA levels, encourage lifelong positive health behaviours, and may reduce inequalities. The World Health Organisation (WHO) recommends six domains for whole-school approaches to promote PA: (1) quality PA; (2) active travel; (3) opportunities for PA before and/or after school; (4) opportunities for PA during scheduled breaks; (5) active classrooms; and (6) PA for those with additional needs. However, understanding how the promotion of PA is practiced by schools and to what extent remains unknown. Our study, 'Health and Activity of Pupils in the Primary Years' (HAPPY), aims to examine how conducive primary school environments are to supporting PA. As part of this wider project, we distributed a survey to approximately 1,500 primary schools in all 32 Greater London boroughs in October 2023 to identify their PA policy and practices. The survey is currently underway. To date (December 2023), we have received 26 completed surveys (at least one from 19/32 boroughs). Most (68%) schools report having a PA policy. As per the WHO recommendations: (1) 71% report delivery of physical education (PE) through a specialist PE teacher; (2) 79% report an active travel plan; (3) 92% report providing PA opportunities before and/or after school; (4) 83% provide PA opportunities during breaks; (5) 73% report they have active classrooms; and (6) 82% schools report they support PA among children with Special Educational Additional Needs and Disabilities (SEND). Impact Sharing worked examples of case studies and best practice which highlight how primary schools can create a whole school environment that promotes PA will provide a useful practical resource. Learning Although most schools report implementing the WHO recommendations of whole school PA promotion, the extent to which children benefit from these are yet to be established.

# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Gareth Jones**



Co-designing a framework of key themes that are found to influence the implementation of whole-school approaches to physical activity in UK primary schools

***Tuesday June 18th, 11:00 am - 12:30 pm***

Background: Over half of children and young people (CYP) do not meet recommended physical activity (PA) guidelines. Whole-school approaches (WSA) are recommended to support CYP achieve PA guidelines. Schools generally struggle to implement WSA to PA, typically delivering isolated PA programmes. A deeper understanding of relevant topics that influence the implementation of WSAs to PA will benefit. Project Description: A double diamond design approach inspired a series of workshops and interviews with multiple stakeholders to co-design a framework of the influencing values, contextual features and mechanisms that play a key role in the implementation of WSAs to PA in UK primary schools. Stakeholders included senior leadership team (SLT), PE-leads, teachers, public health advisors, national partnerships and relevant local council members. The co-design process included the development of the content, language, and structuring of the framework. Impact: Data collection produced a multitude of values, contextual features and leveraging mechanisms that influence the implementation of a WSA to PA in UK primary schools. Early analysis identified themes such as; Values: whole child enrichment, physical literacy importance, embracing change; Contextual features: school finances, alignment of leadership, staff, & community values, children's needs, and socioeconomic status of community; Mechanisms: collaboration, PE-lead experience/authority, skilled workforce, outward outlook, and parental roles. Learning: Results add rigour to the existing literature and generate discussion on new ideas and concepts. The conceptual framework of the influencing factors for the implementation of WSAs to PA will be presented, which will enable more targeted approaches as to how to support UK primary schools and their stakeholders to optimise the adoption of WSAs to PA.

# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Joske Nauta**



Facilitators and barriers for the implementation of the dynamic school day: experiences of Dutch frontrunning primary schools

***Tuesday June 18th, 11:00 am - 12:30 pm***

From September 2024 onwards we will start the development of an educational innovation for Dutch primary schools to design a dynamic school day (a school day in which sedentary learning is regularly interrupted by moments of physical activity) for their local context. A number of Dutch primary schools already successfully implemented a more dynamic school day. In this qualitative study, we set out to assess the facilitators and barriers that several stakeholders faced during the implementation of the dynamic school day. We also set out to assess preferences of pupils with respect to a more dynamic school day. In preparation of the development phase, we will conduct semi-structured interviews with stakeholders of 3 Dutch primary schools (spring 2024). The interview guide will be based on the MRC guideline for conducting process evaluations of complex interventions. For each school, we seek to include: 1) the physical education teacher, 2) a classroom teacher who finds it easy to organize physical activities during the school day, 3) a classroom teacher who finds it difficult to organize physical activities during the school day, 4) a member of the management team. If relevant, we will also interview other stakeholders involved in the implementation of the dynamic school day. We will present the factors that may facilitate or hinder the implementation of a dynamic school day in the Dutch context. We will use these results to develop a set of potential implementation strategies that can serve as a source of inspiration for other Dutch primary schools in their process to develop a dynamic school day for their local context.

# WORKSHOP 3:

## The Influence of Policy, Culture and Context



**Jan - Michael Johansen**



Evaluation of physical activity levels with implemented initiatives for increasing whole-school physical activity

***Tuesday June 18th, 11:00 am - 12:30 pm***

**Aim** To evaluate physical activity (PA) levels and PA intensity in schools with implemented initiatives for increasing PA throughout the school-day. **Project description** Two Norwegian schools (one primary school and one secondary school) were recruited for this observational study. Both schools had implemented physical active learning (PAL), active breaks and organized PA in recess and lunch breaks for at least 4 years. 57 pupils from 2nd, 7th and 9th grade wore triaxial accelerometers throughout the whole day at school (start of first lecture to end of last lecture) for two consecutive weeks for objective measurements of PA. The main teachers of these classes used PAL regularly in their daily teaching. **Results** Preliminary analysis revealed that pupils generated  $23.4 \pm 9.7$  min of MVPA pr. school day, which accounted for  $8.5 \pm 3.4\%$  of the total school hours. Mean MVPA in the different classes were  $26.2 \pm 6.9$  min ( $10.3\%$  of school hours),  $31.4 \pm 10.9$  min ( $10.5\%$  of school hours),  $17.5 \pm 6.6$  min ( $6.5\%$  of school hours) in 2nd, 7th and 9th grade respectively. Physical education sessions contributed with the highest amount of MVPA pr. day when scheduled ( $12.5 \pm 5.2$  min pr. session,  $45\%$  of daily MVPA). Of the daily school segments, recess did generate most MVPA ( $9.8 \pm 6.3$  min pr. day,  $41\%$  of daily MVPA) in all classes. **Learning** The results of this study provides novel insights to how much PA that is generated among pupils in schools that have implemented PAL, active breaks and organized PA in recess and lunch breaks. This provides a knowledge foundation about realistic PA levels and amount of MVPA pr. day for pupils at schools that have successfully implemented different strategies to increase PA level throughout the school day.



# Conference

## Workshops and Presentations

### WORKSHOP 4:

## Learning from Practice: Insights on Embedding WSPA in School Culture

Tuesday June 18th, 13:30 pm - 15:00 pm



● Chair: Ian Holmes



A unique opportunity to learn how to create effective whole-school physical activity programmes from pioneering schools. Presentations from teachers, senior leaders and researchers will reveal the successes and challenges in embedding whole-school physical activity.

## WORKSHOP 4:

# Learning from Practice: Insights on Embedding WSPA in School Culture



**Zoe Helme, Michael Clarke, Carla Goodey,  
Amy Conroy**

Understanding the ripples of CAS: Implementing a whole-school approach

***Tuesday June 18th, 13:30 pm - 15:00 pm***

This presentation is the opening for a collaboration of presentations from primary schools: Christ Church (Amy Conroy), Cavendish (Michael Clarke) and High Craggs (Carla Goodey) in Bradford. Project Description: The Creating Active Schools (CAS) Programme is the UK's first co-designed whole-school approach to physical activity underpinned by both behavioural and implementation science. The CAS programme has been developed, piloted and implemented within Bradford primary schools. Currently, it is being evaluated to understand how it is implemented within different primary schools contexts, environments and cultures, and its impact on physical activity levels and provision across the whole-school system. Ripple effects mapping is one method being used to understand the longitudinal implementation of CAS within these schools, and understand the impact on the whole-school system. Impact: A total of 15 schools have participated with REM across two years of CAS. It has been reciprocally beneficial as schools have embraced having prolonged periods of reflection to help them advance with CAS, whilst we have been able to understand how CAS has been engaged with and implemented whilst identifying the intended and unintended impacts of CAS. Learning: Ripple Effects Mapping has been central to learning how different schools adopt CAS and the impact of this. It has also helped schools to identify their own implementation, successes, goals and understand determinants to engaging with the programme. This presentation will detail what Ripple Effects Mapping is, how schools have used it to understand their journey with the programme, and showcase how CAS has supported each school in a different way to enhance whole-school physical activity provision.

## WORKSHOP 4:

# Learning from Practice: Insights on Embedding WSPA in School Culture



**Daniel Walker**



Girlington Primary School - A changing journey

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Project Description: Originally using step counters to improve activity levels for groups and individual pupils. Using the CAS framework to identify areas of possible development. Gaining knowledge from other practitioners and experts to make changes to the school offer for children. Impact: Children's activity levels have improved significantly. Behaviour has improved. Children have taken part a greater range of activities. Pupils are eating more fruit. Pupils play out in the wet. More pupils travel actively to school. Learning: I have learned a great deal from a great number of people mostly from non sports specialists. I have learned that sport, physical activity and education should be demarcated and catered for in school. I am learning about the provision for vulnerable children (which includes inactivity) is more holistic than I originally thought. I will learn how to get our inactive girls to be more active.

## WORKSHOP 4:

# Learning from Practice: Insights on Embedding WSPA in School Culture



**Jim Fowler**



Using whole-school change to support recovery from whole-school trauma

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Following COVID lockdowns, and a whole-school trauma shortly after, our school struggled with social interactions and behaviour across whole-school. We adapted our play provision so that it includes zoning, upcycling, creative play and the role of supervision. This led to the change of attitudes and culture of the school's community understanding and position on play, particularly in relation to risk, adult control and all-weather play. Whole-school training, a co-developed whole school ethos and a positive change in pupil activity levels and social behaviours led to the creation of our Play Provision policy. This policy change was enabled by a Headteacher and SLT who was willing to take risks; a whole-school team who observed the benefit of change that was necessary to develop the children; and a working group of governors, members of SLT, teaching assistants and teachers to lead on this. The success of this led the school to creating a 'Physically Active' curriculum offer based upon the Creating Active Schools framework. Whole-school staff have received internal and external training and support. This includes participation in the Together An Active Future's Middle Leaders Programme working across schools in Pennine Lancashire. This has been a research-based programme that follows the principles of CAS and has given the 'why' for why a physically active offer is vital. Our headteacher was also part of the co-production of the middle leader program in our area. Our next steps as a school is to become a 'beacon' school in Pennine Lancashire that can support other schools on their journey. We want to work alongside them to improve physical activity levels for children within their establishment across all areas: curriculum and play. I have completed the middle leader program and as a result of this have two days a week to support more schools in our area.

## WORKSHOP 4:

# Learning from Practice: Insights on Embedding WSPA in School Culture



**Alice Rawstron and Alisha Lingard**



Creating innovative leadership teams in schools to influence whole-school physical activity

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Our Active Lives Survey with Barden reported we had 30% of children are considered active. We found this data extremely concerning, especially as only 36% of pupils were achieving 30+ minutes of activity during the school day. We decided we needed to address this issue in order to make change. We registered to be a pilot school in Burnley, using the CAS framework to become an active school. We created a team of staff across different areas in school, who meet half-termly to work on this shared vision and drive change and innovation. We wanted to have a holistic approach to becoming an Active School and therefore created a pie of the 6 key areas we felt were most important to our school, ensuring it was personal to us. Our chosen areas were: Quality PE, Active Learning Environment, Extra Curricular Enrichment, Healthy Minds and Parental Engagement. We created an action plan of which areas we wanted to begin working on, starting with Active Learning. A shared vision across the school, particularly with SLT, has enabled us to make changes. Our headteacher is passionate about becoming an active school and is a member of the team. This has enabled us to ensure these new approaches are embedded throughout school, by delivering training and including them within the teaching and learning policy. We have also been part of the TAF middle leadership course, helping us to share resources and ideas, and reflect on the changes we have made so far. We are on the journey and making progress towards becoming an active school. Active learning is now something which is monitored, as it is part of our teaching and learning policy. This is leading to us changing the culture and mindset of the staff to ensure every child is given the opportunity to live a healthy, active lifestyle.



# WORKSHOP 4:

## Learning from Practice: Insights on Embedding WSPA in School Culture



Exploring how implementing a post-primary, whole-school physical activity program influences adolescents experience of school

***Tuesday June 18th, 13:30 pm - 15:00 pm***

**Project Description** The Active School Flag (ASF) is a whole-of-school programme in Ireland, aiming to get “more schools, more active, more often”. The ASF post-primary programme places great emphasis on student voice and leadership. Senior students aged 15-16 years have a peer leader (PL) role in ASF and implement the whole-of-school programme with the support of their teacher. As part of their PL role, students receive shared leadership training and have a weekly timetabled class where they plan and implement physical activity (PA) events for the whole school. The purpose of this study was to assess how being a PL in ASF influenced the PL’s school experience. Focus groups were conducted with PLs at the end of the school year, in eight schools at the second stage of implementing the ASF programme. Focus groups consisted of 3-6 students and were carried out online (n=6), or in person (n=2). Reflexive thematic analysis (Braun and Clarke, 2019) was used, and generated five themes and 29 subthemes. Impact and Learning Implementing the ASF programme provided PL’s with a positive experience of school throughout the year. The PL role in ASF provided unique experiences, including leadership opportunities and increased involvement in promoting PA in school. PL’s felt they were contributing positively to the school and their ASF work was valued. The ASF helped PL’s develop positive relationships with school members. PL’s also had challenges in ASF, due to school members lack of awareness and recognition of the ASF programme. PL’s were able to thrive in the academic year through taking on responsibility to lead ASF. The ASF has several components for the PL’s to engage with school members. The PL’s were in schools in stage 2 of a 3-stage model, and more emphasis is needed to raise awareness of the PL in the school as part of the programme.

# WORKSHOP 4:

## Learning from Practice: Insights on Embedding WSPA in School Culture



**Micheala Hogg**



Prioritising physical activity in a school improvement plan

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Since becoming a part of the Active School Programme and completing the Creating Active Schools Framework, it highlighted the areas we needed to focus on as a school. As a member of SLT I knew it was vital to share these findings with other SLT members and start the process of creating a physically active curriculum based on these findings from the CAS Framework. This led to myself and the Head making this a priority and including it on our SIP (School Improvement Plan). During staff meetings, whole school staff have been informed of the vision we have for our school in developing a more active curriculum. All staff were positive when informed of the vision and during meetings highlighted to us the times when our children were least active. It was brought to our attention that as a faith school during our prayer and liturgy our children throughout the week were sedentary for 2.5 hours a week. This was the first area within our school timetable that we knew needed to change. Now we have made it a priority to make our Prayer and liturgy more active especially during hymns. Our next steps as a school is to provide staff with training to create active lessons across the curriculum and work alongside other faith schools within the trust and other active schools across Pennine to improve children's activity levels, mental and social well-being.

## WORKSHOP 4:

# Learning from Practice: Insights on Embedding WSPA in School Culture



**Marthe Westerbroek**



What do whole-school approaches to physical activity look like?  
Lessons from Dutch primary schools

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Our aim was to gain insight into how primary schools integrate physical activity (PA) during the school day. We visited four schools where we interviewed the school principal, the physical education (PE) teacher and at least one classroom teacher. In our interview we addressed policy, opportunities, stakeholders, environment and impeding and facilitating factors, according to the components of the Creating Active Schools framework. The representatives of all schools acknowledged the importance of PA for children during schooldays. They encouraged biking or walking to school, implemented physical active learning and active breaks and adhered to the mandatory two PE lessons per week. At two schools PA was well integrated during the school day, ensuring that children were active every 30 minutes of the day using energizers, physically active learning, recess activities or PE. Within these schools, integration of PA is supported by the entire school team. The driving force behind enhancing PA is either the head principal or the PE teacher. Also, at the third school the PE teacher plays a major role. This school was underway, exploring ways to successfully implement a whole school approach in which they embedded the importance of PA in policy, however within recess and in the classroom there are opportunities to enhance PA. At the fourth school PA was not integrated in a structural way, possible due to the absence of a driving force. Main challenges we identified based on the interviews were limited time and finances. Our findings can serve as inspiration for other primary schools to enhance PA during the school day. Using these insights, we plan to develop an evaluation tool that supports schools in their decision on which strand of the CAS Framework to focus.

# Conference

## Workshops and Presentations

### WORKSHOP 5:

## Physical Literacy and Physical Education

Tuesday June 18th, 13:30 pm - 15:00 pm



*JSB Lecture Theatre*



*Chair: Stuart Fairclough*



This session offers invaluable insights for educators who foster environments where physical education and literacy thrive. Presentations will focus on the co-development of a national physical literacy definition and innovative interventions for children with disabilities. Discover movement skill assessments and the impact of physical literacy on children's health and well-being.

**Highlighted Speaker: Lawrence Foweather**

# WORKSHOP 5:

## Physical Literacy and Physical Education

*Highlighted Speaker*



**Lawrence Foweather**

### The importance of meaning, value, and enjoyment: The Physical Literacy Consensus for England

This presentation will briefly outline the co-development of a physical literacy consensus statement for England that aimed to be accessible for those working in research, policy, and practice. Phase one included a review of the evidence, a first national stakeholder consultation, and focus groups with children and young people. Phase two included a modified delphi methodology and co-development of the draft statement with an expert panel of sixty researchers and stakeholders. Phase three included a second national consultation on the draft statement. Phase four involved further co-development and an online survey with the expert panel to revise and finalise the statement, before consensus was established on a definition: Physical literacy is our relationship with movement and physical activity throughout life. We will unpack the definition and five key messages encompassing (1) Understanding physical literacy, (2) Why physical literacy matters, (3) Supporting physical literacy, (4) Our experiences affect our physical literacy, and (5) Physical literacy is personal. Finally, we will review implementation efforts since the launch of the statement and discuss its implications school-based policy and practice.



# WORKSHOP 5:

## Physical Literacy and Physical Education



**Dani Ward**



The gender gap: girls' enjoyment of PE

***Tuesday June 18th, 13:30 pm - 15:00 pm***

This presentation will outline the enjoyment gap in PE and physical activity, between girls and boys aged 11-16, and highlight the significant barriers to girls' participation in physical activity, identified in research including Sport England's Active Lives Children and Young People survey. We'll also share how Studio You is playing an active role in working to close this enjoyment gap, as part of our mission to help every girl, no matter their background or ability, enjoy PE.

# WORKSHOP 5:

## Physical Literacy and Physical Education



**Sarah Taylor**



**Movement matters: A co-produced physical activity and motor competence intervention for children with intellectual disabilities**

***Tuesday June 18th, 13:30 pm - 15:00 pm***

**Purpose:** This study aimed to co-produce and assess the feasibility of an intervention aimed at improving physical activity (PA) and motor competence (MC) levels of children with intellectual disabilities (ID). Interventions targeting both these outcomes in children with ID are scarce. **Methods:** Across the Liverpool city region (UK), 49 individuals representing education, sport, charities, health, and parents/families were invited to participate in the co-production. Special Educational Needs Schools in England were invited to participate in a feasibility trial of the co-produced programme across two phases. Data collection was lead by a researcher if schools were based in the north-west of England, outside of this, schools were trained to complete testing remotely. **Results:** The co-production process involving 12 participants generated six program ideas: 1) Teacher/coach training, 2) School-based PA, 3) Family co-participation, 4) Parental education, 5) School multi-skill event, and 6) Role models. The feasibility trial recruited seven schools and 50 child participants across two phases. Phase one, with two Liverpool City Region schools, showed a 67.0% baseline and 40.5% follow-up completion rate for outcome measures, with one school not completing the programme. Phase two, with three SEND schools from the north-west, had a 94.7% baseline completion rate, dropping to 78.9% at follow-up. Only one of two schools completed both motor competence and PA testing for all children remotely. The school-based PA programme received overall satisfaction, except for an older age group reporting activities were 'pitched too low.' Challenges included incomplete teacher training due to high teacher workload, and difficulties establishing community provision support to implement other programme components outside the Liverpool City Region. **Conclusions:** Prominent challenges included school and child recruitment, sustaining school engagement, and high teacher workload. We suggest that future work explores the targeting of secondary school-aged children within both mainstream and SEND settings to increase participant recruitment.

# WORKSHOP 5:

## Physical Literacy and Physical Education



**Emma Powell**



Effective whole-school implementation of the SHARP principles models to increase active learning time in primary physical education

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Research repeatedly evidences that primary physical education (PE) lessons are not very active, with children spending more than half of the allocated lesson time sedentary. In the UK, the Association for Physical Education and Ofsted have called for PE to be more active so children's learning and movement skill acquisition can be optimised. However, previous programmes to enhance active learning are either not theory-based or fail to target essential components such as key stakeholders, school policy, and social environment. Therefore, this research drew upon an initial exploratory data collection, using both qualitative and quantitative methods to inform the design of a whole school approach to increasing active learning time in PE. As a result, the 'SHARP Principles Model' was created which contains a unique combination of the Self-Determination Theory (SDT), key ingredients from the Behaviour Change Taxonomy (BCT), and physical, social and policy elements from an Ecological approach. The application of SDT involved targeting the motivation of stakeholders in a primary school setting. Key stakeholders were the Head Teacher, the PE lead, and class teachers. Key BCT ingredients included 'barrier identification', 'action planning', and 'instruction'. Elements from an ecological approach included the individual aspects of changing teachers' beliefs and developing teacher pedagogy using the SHARP Principles. Social aspects involved the support of the Head Teacher, PE lead and other teachers. The organisation level involved changing aspects of the PE policy and increasing physical resources in PE lessons. Teacher evaluation interviews concluded that implementation of the SHARP Principles Model increased enjoyment and engagement in PE lessons, teachers experienced a pedagogical paradigm shift, and a sense of relatedness and social cohesion. Implementation of the SHARP Principles Model resulted in an average increase of 28% active learning time in PE, which, when compared against other similar interventions, is the most effective intervention internationally.

# WORKSHOP 5:

## Physical Literacy and Physical Education



**Colin Edward Sanctuary**



### Development and validation of the Best Start Foundational Movement Skill Assessment Tool (BS-FMSAT)

***Tuesday June 18th, 13:30 pm - 15:00 pm***

The study aimed to develop and validate a tool which assessed students' foundational movement skills, for primary school teachers. The playground circuit, including 14 movement skills (e.g., functional, locomotor and object control), was developed through insights and recommendations from teachers (n=36) and academic experts (n=25). To validate the Best Start Foundational Movement Skill Assessment Tool (BS-FMAT), a sample of children (n=340; 159 boys and 181 girls; mean age=6.1±0.9 years) completed the circuit. Then n=120 randomly selected children completed the Test of Gross Motor Development (TGMD-3) and BS-FMSAT to determine concurrent validity. Multiple linear results showed significant and positive association between TGMD-3 and BS-FMSAT for overall skill ( $\beta = 0.043$ ,  $p < .000$ ), locomotor ( $\beta = 0.457$ ,  $p < .000$ ) and object control skills ( $\beta = 0.334$ ,  $p < .000$ ). Findings suggest BS-FMSAT is an alternative assessment tool for children (aged 5 to 7 years) in a NSW primary school setting. Key Words Foundational Movement; Functional Movement, Motor Competency, Primary schools, Physical Education

# WORKSHOP 5:

## Physical Literacy and Physical Education



**Sara Wawrzyniak**



Effects of 20 years of research with EDUballs/BRAINballs on children's motor and academic performance

***Tuesday June 18th, 13:30 pm - 15:00 pm***

EDUball/BRAINball is an innovative teaching approach using a didactic teaching aid called educational balls (EDUballs/BRAINballs) to integrate physical education (PE) with a variety of subjects in elementary school. The approach was designed by academic researchers at Wroclaw University of Health and Sport Sciences in Poland. The educational concept merges physical activity (PA) with academic learning and assumes the development and improvement of children's cognitive skills through movement and play. The set of educational balls consists of 100 balls for mini team sports games with letters of the alphabet, numbers, and signs of mathematical operations. Children participating in PA with the EDUballs/BRAINballs learn about colours, letters, numbers, and many other language and math rules, and at the same time, they develop and improve their physical fitness, gross and fine motor skills, and fundamental movement skills. The aim is to present the effectiveness of PE programme with EDUballs/BRAINballs on children's motor and academic outcomes. The research was carried out between 2002-2022 and involved over 1000 children from elementary schools. The research used a pedagogical experiment method and a parallel groups technique. Studies lasted from 6 months to 3 school years. Children's academic and motor performances were assessed before and after the implementation of the experimental program. Experimental groups followed a PE programme enhanced with EDUballs/BRAINballs twice per week at the sports hall. Impact and Learning: Children participating in PE with EDUballs/BRAINballs significantly improved literacy and numeracy skills. Participation in PE integrated with educational balls had also a positive influence on children's physical fitness, coordination skills, and fundamental movement skills. Integrating PE with EDUballs/BRAINballs had a positive impact on children's motor and academic performance. This innovative approach may also serve as a therapeutic teaching aid for dyslexic children. EDUball/BRAINball is effective teaching approach in improving children's educational and motor outcomes.



# WORKSHOP 5:

## Physical Literacy and Physical Education



**Malene Norup**



Executive functions are related to manual motor skills in pre-adolescent children.

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Executive functions are related to manual motor skills in preadolescent children Malene Norup, Jonas Rud Bjørndal, Richard Thomas, Mikkel Malling Beck, Anna Kinly, Meaghan Spedden, Linn Damsgaard, Jacob Wienecke, Anna Bugge, Jesper Lundbye-Jensen It has been demonstrated that both motor competencies as well as physical activity level is positive correlated to measures of cognitive and academic performance in children (Geertsens et al., 2016; Lima et al., 2020; Van der Fels et al., 2015). This study investigated interrelations between aspects of motor skills and in particular relations between either distinct fine, gross, agility skills and executive functions in preadolescent children. All data presented are based on baseline measures in a school-based intervention study. The present study included 270 9-10 year-old preadolescent children in a cross-sectional study design. Fine motor control was evaluated with a Purdue Pegboard Test (US Neurologicals LLC, Washington, USA). Tests of simple gross motor control were obtained by tasks on a force platform (AMTI accupower, US). Complex gross motor control was obtained by the Y-balance test a modified "Star Excursion Balance Test" (Overmoyer & Reiser, 2015). The force platform was also used to perform a maximal countermovement jump (simple agility) and complex agility was measured by the running T-test (Pauole et al., 2000). The estimated physical capacity measured by the Andersen test (Andersen et al., 2008) while hand grip strength was evaluated by a Baseline digital hydraulic hand dynamometer (Mathiowetz et al., 2000). Assessment of executive functions was assessed by a computer-based version of the modified Eriksen Flanker Task (Eriksen & Eriksen, 1974). The results demonstrated that motor control and in particular manual motor control were associated to performance in tests of executive functions ( $p < 0.01$ ), and this is also the case for handgrip strength ( $p < 0.05$ ). Assessment of executive functions is most often also obtained in tests requiring manual responses. This was also the case in the present study. Nevertheless, the main results demonstrate novel and interesting relations between manual motor control and executive functions in preadolescent children

# WORKSHOP 5:

## Physical Literacy and Physical Education



**Steve Waide**



The power of three- Mastery in PE

***Tuesday June 18th, 13:30 pm - 15:00 pm***

The presentation will explore how a mastery based curriculum can be implemented within Physical Education; discuss the benefits of such an approach and how this inclusive style can ensure engagement and progress for all our pupils. Subsequently how we can utilise this engagement in movement to inspire an active school approach. The presentation draws upon research around the detrimental impact the 'traditional' approach is having on young people and the importance of reframing our thinking on what transformative and holistic PE actually looks like.

# WORKSHOP 5:

## Physical Literacy and Physical Education



**Andrea Oliver**



Assessing the impact of screen time on motor proficiency and academic performance in preadolescents

***Tuesday June 18th, 13:30 pm - 15:00 pm***

Introduction: Sedentary behavior is negatively linked with key indicators of child health. However, the relationship between sedentariness, motor proficiency, and academic performance is not yet clear. The aim of this study was to investigate whether screen based sedentary time mediates the relationship between physical activity levels and academic performance in preadolescents aged 10 to 12 years. Methods: This cross-sectional investigation involved a cohort of 100 children, aged 10 to 12 ( $11.08 \pm 0.88$ ) years, selected through convenience sampling. All participants, actively enrolled in a standard educational program, included 7 diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and 93 without. The Bruininks-Oseretsky test of motor competence was used to assess motor performance. Sedentary behaviour was assessed using the self-reported questionnaire YAP-S (Youth Activity Profile-Spain). Academic performance was assessed using the Battery III Woodcock-Muñoz Tests of Achievement. Additionally, academic achievements for the second semester of the 2022-23 academic year were obtained from school records.

Results: A statistically significant inverse association was observed between motor competence, specifically strength, and screen-based sedentary behavior, with a regression coefficient of -0.288 and a p-value of 0.041. No additional significant relationships were found between the variables studied.

# Conference

## Workshops and Presentations

### WORKSHOP 6:

## The Role of Localities (Municipalities) in Supporting WSPA

Tuesday June 18th, 15.30pm - 16.30pm



*JSB Lecture Theatre*



*Chair: Sally Barber*



Insights into the practical implementation and collaboration between schools and local authorities for sustainable physical activity initiatives. Learn about successful models like Living Well RIC Schools, cross-sector approaches for Physical Activity Learning (PAL), pro-social recess movements, and strategies for prioritising recess in urban schools.

# WORKSHOP 6:

## The Role of Localities (Municipalities) in Supporting WSPA



**Becca Cohen and Emily Fieldhouse**



Living Well: Reducing Inequalities in Communities (RIC) Schools

***Tuesday June 18th, 15:30 pm - 16:30 pm***

The Living Well RIC Schools project aims to reduce health inequalities and childhood obesity in the most deprived areas of Bradford through a whole system approach to physical activity, nutrition, and mental health in schools. It emphasises the importance of flexibility, collaboration, and senior leadership involvement in adopting a whole school approach to physical activity, contributing to the learnings and ongoing complexities of reducing inequalities in communities, the prevalence of childhood obesity and closing the health gap in Bradford. Adopting a facilitated model, the project is working with 30 primary schools to build relationships with senior leaders, teachers, and the wider school community to promote and deliver evidence-based interventions to upskill staff, educate families and increase the wellbeing of children. RIC Facilitators have worked with schools to implement the CAS framework; building upon the existing research alongside commissioning interventions, aiming to embed policy, adapt environments, and create opportunities for all stakeholders to increase their understanding, motivation, and capability in physical activity. Impact and Learning 70% of schools have increased physical activity throughout the school day by upskilling staff through CPD workshops such as 'Move and Learn' which aims to reduce sedentary time in the classroom, in addition to implementing a co-produced 'Play Sharing Toolkit', which aims to empower students to increase their level of activity during breaktimes. The 'Community of Practice' events are an invaluable opportunity for RIC school Physical Activity leaders to connect with other CAS champions, sharing interventions which have proved successful, in addition to identifying current gaps in their physical activity provision or curriculum. In conjunction with the CAS framework and ongoing research practices, the RIC Schools facilitated approach is providing vital insight to support the development of a wider school's project, Living Well Schools, which will provide support for the whole of the Bradford district.

# WORKSHOP 6:

## The Role of Localities (Municipalities) in Supporting WSPA



**Rebecca Antcliffe**



Harnessing a cross-sector approach to support and embed PAL (school PA) across a local authority

***Tuesday June 18th, 15:30 pm - 16:30 pm***

Project Description: Active Calderdale have invested £33k into supporting 41 schools (38 primary, 3 secondary) across 3 cohorts with tapering levels of financial and human support over the past 2.5 years. Strategies have been developed and rooted into local systems to support the sustainability of current school provision and encouragement of new CAS partnerships. We are currently exploring with partners how CAS can be adapted to work within EYFS, alternative provision, SEND, and post-16 contexts. Impact: The project has involved various stakeholders, most notably the Local Authority. Consequently, CAS programmes have been implemented across the borough, reaching over 800 school staff and senior leadership teams, and 12,000 students and families. These figures continue to rise as more schools engage. Early estimates show a significant return on investment from the project (£1:7). The CAS programme is firmly established within Local Authority offers, and physical activity has become embedded across the school spectrum including curricular lessons, PE initiatives, breaks, clubs, holiday provision, active travel and events, and wider reach programmes to encompass students' families and school staff. Numerous school policies have incorporated aspects related to physical activity promotion (n=93). OFSTED have recognised positive effects from physical activity delivery within inspections, and a school's Active status is influencing parental choice of placement. Additional outcomes from this work include enhanced pupil attendance, classroom behaviour, learning, attainment, and staff activity levels, and influencing Local Authority policy. Learning: This presentation draws attention to insights concerning the development, implementation, and refinement of several sustainability strategies. These include (i) the 'Healthy Schools Award', (ii) utilising 'CAS Champion Schools', (iii) facilitating communities of practice, (iv) creating supportive resources, and (v) influencing local authorities.



# WORKSHOP 6:

## The Role of Localities (Municipalities) in Supporting WSPA



**Ellen Silva**



Assessing the 24-month implementation and impact of the Creating Active Schools programme

***Tuesday June 18th, 15:30 pm - 16:30 pm***

**Project Description:** The Creating Active Schools (CAS) Programme is a whole-school physical activity approach, underpinned by behavioural change theory and implementation science to plan, deliver, and evaluate change for physical activity in schools across four areas: policy, environments, stakeholders, and opportunities. Despite the positive results on school organisational change and successful initial implementation of the programme, the impact and implementation in the longer term is still unknown. In this sense, our aim in this project is to assess the changes in implementation after two years of Creating Active Schools in Bradford. This is a qualitative descriptive study, where focus groups were conducted after 24 months of implementing the CAS programme in Bradford. School staff (n = 26) from 22 schools, CAS Champions (n = 5) and CAS Facilitators (n = 2) shared multiple perspectives on CAS implementation. Data was analysed with an inductive approach, employing codebook thematic analysis and a deductive approach informed by a priori themes derived from McKay et al.'s implementation evaluation roadmap. In addition, the findings were aligned with the domains of The Consolidated Framework for Implementation Research (CFIR). Impact and Learning: The CAS programme was perceived by school staff, CAS Champions, and CAS facilitators as having greater reach within the school, with awareness of and commitment to CAS increasing in the second year. Furthermore, schools reported a shift in focus towards creating sustainable changes in school ethos and culture, supporting physical activity. The local community of practice, and the peer-to-peer learning it promoted, were valued and perceived as important in supporting schools. Consequently, there was a reduced reliance on the support offered by CAS Champions and the CAS profiling tool. Challenges consisted of the volatility of the educational system in protecting financial and human resources to help maintain the momentum of progress made in the first year, and the pressure to compete with other demands on staff time. We concluded that the implementation of the Creating Active Schools Program was perceived as effective in creating organisational and cultural change to support physical activity. These findings extend the current literature and provide novel insights into the implementation of whole-school approaches to physical activity in the longer term.

# WORKSHOP 6:

## The Role of Localities (Municipalities) in Supporting WSPA



**Georgina Wort**



The variability in pupils' physical activity between English primary schools and the associated school-level factors

***Tuesday June 18th, 15:30 pm - 16:30 pm***

Background. The school day and setting represents an important part of children's lives. Understanding intra- and inter-individual differences in physical activity, and the potential drivers of these differences, may support the development of improved strategies to ensure that as many children as possible have appropriate levels of in-school physical activity. The aim of this study was to examine variability in pupils' physical activity between English primary schools within the same academic year. Methods. School physical activity data from a wearable technology company was obtained for the 2021/22 academic school year. Additional information was obtained using UK Government information about schools, including area indices of multiple deprivation scores, and estimated playground area using Google Earth. All analysis was performed using R Studio. Descriptive statistics were performed, and data visualization used to explore patterns in the data, before using multilevel models to explore the associations between children's in-school physical activity and school variables, with pupils nested within schools, adjusted for individual characteristics. Results. The final dataset included 17,043 pupils across 165 primary schools. Children engaged in an average of 6244 steps per day within school hours and 27 minutes of moderate to vigorous physical activity (MVPA), with 34% achieving 30-minute targets. There were large variations and inequalities seen between schools, ranging from 4253 to 8356 steps/day or 16.4-39.1 minutes of MVPA/day. On average, children at schools with higher levels of deprivation engaged in lower levels of physical activity, and the physical activity level of school staff was positively associated with pupils' physical activity. Other school-level data, such as playground space and Ofsted ratings, not explain much between-school variance. Conclusions. There is considerable heterogeneity in physical activity in a large sample of English primary schools. Factors such as playground size did not explain between-school differences, and thus in-school physical activity is more likely to be related to school policies and practices

# WORKSHOP 6:

## The Role of Localities (Municipalities) in Supporting WSPA



**Martin Foster**



Evaluating the implementation of the Opening School Facilities Programme

***Tuesday June 18th, 15:30 pm - 16:30 pm***

Project Description. We are in the early stages of conducting an evaluation of the OSF programme. By the time of the conference we will have conducted qualitative interviews with a number of Active Partnerships and schools related to the implementation of OSF. Key research questions include To what extent was OSF implemented as intended? To what extent was OSF intervention adopted by implementers? What are the factors that influenced how well OSF was implemented? To what extent did these factors influence how well OFS was implemented? We also have access to quantitative data and hope to be able to share some of the early findings of the programme to assess the impact of the implementation on its intended audience.

# WORKSHOP 6:

## The Role of Localities (Municipalities) in Supporting WSPA



**Jack Brazier**



Exploring the implementation and real-world challenges of a physical activity promotion project delivered by a professional sport club in primary schools: a qualitative case study

***Tuesday June 18th, 15:30 pm - 16:30 pm***

Professional sport clubs and organisations (PSCOs) have been identified as effective settings for health promotion, however, there is little research exploring the delivery of PSCOs physical activity (PA) promotion projects in real world settings. Our research sought to capture the real-world delivery of a PSCO's PA project delivered in primary schools, and to better understand the key successes and practical challenges. A qualitative case study methodology was implemented, whereby semi-structured interviews and ethnographic observations were utilised to explore the delivery of a PSCO's HP project delivered in deprived communities within Bristol. Interviews were conducted with primary school teaching staff and PSCO Project Leads of a Sport England-funded initiative. Approximately 14 hours of ethnographic observations were also carried out to add further in-depth understanding of PSCO HP project delivery in real-world settings. Three key themes were identified within our data: PSCOs role as more than 'just' PA providers in primary schools; the importance of partnership and multisectoral working to deliver PA primary school projects; the challenges and practical considerations for monitoring and evaluation (M&E) primary school PA projects. Specifically, we found that PSCO coaches were pivotal in creating positive and supportive PA opportunities for pupils and facilitated attitudinal and behavioural changes towards PA. Furthermore, our data suggest that teachers want to have an embedded role within PSCO PA projects, and their involvement, alongside PSCO coaches, may be essential in improving M&E practices. Our findings suggest that PSCOs, primary schools, local authorities, and academics should explore how further collaboration and knowledge sharing can inform the design and delivery of PA promotion projects in primary schools, alongside M&E frameworks. Moreover, our findings highlight the need for future research to explore the role of PSCOs in primary school PA provision given the current financial constraints faced by families, schools and local authorities.

# Conference

## Workshops and Presentations

### WORKSHOP 7:

## Embedding Movement in Academic Lessons

Tuesday June 18th, 15.30pm - 16.30pm



E92



*Chair: Natalie Lander*



This session offers practical strategies for embedding movement into the learning process, fostering an active, engaging educational environment. ground-breaking approaches, including the "Sit Less, Move More" intervention for primary schools, active learning impacts at Beckfoot Allerton (UK), and insights from the ALPHYL Project. Learn from the ACTIVE CLASS study about perceptions of active learning in secondary education.



# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Sarah Nally**



Assessing the acceptability of the Children – Sit Less, Move More (C-SLAMM) intervention to reduce sitting time and increase physical activity among primary-school children

***Tuesday June 18th, 15:30 pm - 16:30 pm***

Many primary school children in Northern Ireland (NI) are insufficiently active and spend long periods sitting. To address this, the Children – Sit Less, Move More (C-SLAMM) intervention was designed to reduce sitting time and increase physical activity (PA) in children (aged 7-9 years) within the school- and home-setting. The purpose of this process evaluation was to use a combination of methods to elicit child and teacher perceptions regarding the acceptability of the C-SLAMM intervention. Semi-structured interviews with teachers (n = 4; 3 female), write and draw tasks and semi-structured focus groups (n = 8) with 48 children (25 boys, 23 girls) from four primary schools were conducted to explore the acceptability of the intervention. Focus group and interview discussions were audio-recorded, transcribed verbatim and analysed thematically using a deductive and inductive approach. The combination of data sources (focus group transcripts, interview transcripts, child drawings and log diary data) were pooled and revealed five key themes, namely: engagement (fun, enjoyment); positive aspects of C-SLAMM intervention (increased range of opportunities, educational, increased competence/body image, increased choice and flexibility, lasting impact, selection of activities, challenges, and competition); barriers to intervention delivery (parental support, lack of space, allocation of sit-to-stand desks, lack of time); teachers' self-efficacy (delivery of resources, ability to use the C-SLAMM intervention); and recommendations for improvement (wider engagement, strategies to overcome intervention barriers). These findings suggest that the C-SLAMM intervention was appropriate and acceptable to children and teachers. This evaluation provides greater understanding as to how, and to what extent, the C-SLAMM intervention was implemented within the school- and home-setting. Findings demonstrate that child engagement was influenced by teacher interest in the intervention. Identified barriers should be taken into consideration in the design of future, larger-scale PA interventions in the school- and home-setting.



# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Lauren Hopps**



The implementation and impact of physically active learning at Beckfoot Allerton

***Tuesday June 18th, 15:30 pm - 16:30 pm***

As a school we wanted to focus on the retrieval of key knowledge for humanities subjects. The presentation will be a case study of the journey of early implementation and impact that move and learn/physically active learning has had on our staff and children as stakeholders. We started by working alongside the move and learn team, attending training and coming together as a collective to share practice. Our area of focus was retrieval and how we could use the strategies/activators within the curriculum to retrieve key knowledge. To trial strategies, we worked on one per week, attached to our history/geography lessons. The trial was rolled out to year 5 and 6, with one trained teacher in each year group. The importance was to make the activities fit to the current curriculum, with minimal 'add on' but maximum impact on the children's knowledge. Each week we fed back to one another and discussed changes that needed to make for the children in our classes. Shared examples of how it was lead differently in different classes. The further roll out was for LKS2 and KS1. All to trial the same 6 activities over the following half term. Plan, do, review system. Impact and Learning: Built up confidence – children have been more likely to take part in class discussion post activity; Better engagement in topics; Reduction in sedentary time in the classroom; Better retrieval of key information from the topic – specifically vocabulary; Creative use of classroom environments, viewing the classroom space as an area for active learning to take part; Opportunities to develop oracy and the use of full sentences to explain; Pupil voice – expanding across the core subjects. Next steps: Develop staff confidence around the delivery of physically active learning and write into school policy – embed into the curriculum.

# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Sergio Montalt-Garcia**



Evaluation of physical activity initiatives in schools: Findings from the ALPHYL Project

***Tuesday June 18th, 15:30 pm - 16:30 pm***

Traditional education has long been critiqued for its sedentary nature, leading to prolonged inactivity among students. Acknowledging the pivotal role of physical activity in learning and student well-being, the ALPHYL Project (financing code: PID2020-115075RA-I00) aimed to redefine this landscape by fostering physical literacy (PL) through physically active learning (PAL) experiences in Primary School. This study presents the complementary interventions' opinions and perspectives from educators and researchers involved in the ALPHYL Project. The initiative aimed to infuse PAL approaches across key curricular areas (e.g., Mathematics) and Physical Education (PE), harnessing the body as a tool for enriched learning within an inclusive educational framework. Teachers training and resources co-creation were conducted for six months' prior the intervention. Over a trimester, a collaborative effort between educators and the ALPHYL team implemented PAL interventions. These included movement-based games, motor skill challenges, and embodied expression, strategically integrated into various subjects across school facilities through effective coordination. In addition, three didactic units were used during PE classes, focusing on the development of the different domains of PL (social, cognitive, physical and psychological). The evaluation involved joint reflection by both educators and researchers after the intervention. Structured meetings facilitated insights into the effectiveness and challenges encountered during the ALPHYL Project. The analysis revealed positive results from both the teachers and the ALPHYL team. These included a reduction in sedentary behavior, increased student engagement, and improvements in the basic psychological needs of autonomy, competence and relatedness, as well as increased student enjoyment. Areas identified for improvement were the material requirements, the complexity of the tasks or the commitment and space required. The positive results obtained support the importance of replicating this type of project in other schools, thus promoting a more active and healthy approach to education. Keywords Physical Literacy; physically active learning; physical activity promotion; primary education.

# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Maria Gonzalez Perez**



Teacher's and student's perceptions of physically active learning in secondary education: the ACTIVE CLASS study

***Tuesday June 18th, 15:30 pm - 16:30 pm***

Introduction: Encouraging increased physical activity and reducing sedentary time in children and adolescents, especially in schools, is crucial. Approaches like physically active learning (PAL) show promise in enhancing educational outcomes and health markers. However, to ensure the sustainability of PAL interventions, there is a need to diagnose the perceptions of teachers and students. Thus, the main objective was to identify the perceptions of teachers and students participating in a 16-week PAL intervention. Methods: Two hundred ninety-two 7th and 8th grade students from six secondary schools across two Spanish provinces participated in the ACTIVE CLASS study, a 16-week randomized controlled trial. One school per province was randomly assigned to the PAL intervention group. This intervention lasted 16 weeks and was developed in one lesson of Mathematics per week. After the intervention, six semi-structured individual interviews with teachers and six focus groups involved six students were conducted, between both provinces. Results: Both teachers and students praise the greater socialization, their greater motivation for the lessons, and the ability to learn while having fun. Teachers highlight the usefulness especially for students who do not collaborate in traditional classes, finding practical applicability in the contents. They identify as the main obstacle that when a student fails to keep up or does not understand the content, it hinders group dynamics, leading to boredom in others during activities. Conclusion: Teachers and students perceive PAL intervention as educationally beneficial, emphasizing the need for students to follow the subject properly.

# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Imogen Buxton-Pickles**



iMoves Active Blast Challenge- A HundrED Global Collection Innovation Winner 24

***Tuesday June 18th, 15:30 pm - 16:30 pm***

The iMoves Active Blast Challenge, featured in the HundrED Global Collection 2024, represents an innovative approach to integrating physical activity into the classroom setting. Originating in the UK, this program was implemented in Helsinki primary schools from January to March 2023, emphasizing the incorporation of regular activity breaks to enhance the learning environment. Central to this initiative are the Active Blast sessions, consisting of engaging 3-10 minute video activities suitable for classroom participation. These sessions are designed to be conducted twice a day – once in the morning and again in the afternoon. The primary objective is to positively influence students' academic performance, mental well-being, resilience, focus, and mood through physical activity. A notable aspect of the program is the use of the "thumb-o-metre" tool, allowing teachers to assess and monitor changes in the classroom's mood and energy levels before and after each Active Blast session. This feature provides valuable feedback on the effectiveness of the activities in altering the classroom atmosphere. The program's simplicity and ease of implementation have been key factors in its adoption by teachers. It requires minimal disruption to the standard classroom routine while providing significant benefits in terms of student engagement and well-being. The use of English in the video content also presents an opportunity for non-native English speakers to engage in language learning in a fun and interactive way. Overall, the iMoves Active Blast Challenge demonstrates the potential of simple, well-designed physical activities to transform the educational experience, making learning more dynamic and inclusive. Its recognition in the HundrED Global Collection 2024 highlights its scalability and impact on the global educational landscape.

# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Michela Persiani**



School active breaks in Italy

***Tuesday June 18th, 15:30 pm - 16:30 pm***

School Active breaks (AB) are 5-15 minutes of physical activity (PA) used to interrupt sedentary behaviour at school. A growing body of literature shows that even few minutes of PA can have positive effects on PA levels, classroom behaviour and well-being. For this reason, the implementation of AB has been introduced in the Italian school system and is recommended in the guidelines for PA of the Italian Ministry of Health in order to promote well-being at school. In Emilia Romagna region, we adhere to these recommendations and have a history of systematic and expanding implementation of AB across primary and secondary school grades. We will describe what works, what can be improved, and what should be changed to foster successful AB implementation and ensure sustainability.

# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Ismail Okatan**



Examining teachers' perceptions of physically active learning in additional support needs schools in Scotland

***Tuesday June 18th, 15:30 pm - 16:30 pm***

It is well known that physical activity (PA) plays vital role in supporting health and development of children, including those with disabilities. Moreover, there is growing evidence that PA can improve cognitive function and academic performance. Schools are an important setting for increasing children's PA since most of their time is spent at school. Consequently, many interventions have been conducted to improve children's PA during the school day. Physically Active Learning (PAL)—which combines PA with academic content—is one way to increase PA in schools. Teachers are mainly responsible for adopting and implementing PAL into curricular lessons. However, there is limited evidence on teachers' perceptions of PAL in Additional Support Needs (ASN) schools in the UK and globally. This research examines teachers' perceptions of PAL in ASN schools in Scotland. This study adapted a survey developed as part of the ACTivate project for use in ASN contexts. The adapted survey consists of 21 open-ended and Likert scale questions. It covers teachers' knowledge about PAL, their perception of its benefits, the facilitators and barriers, and their perspectives on its delivery. For survey distribution, three ways are followed. The survey was distributed via direct email to all ASN schools in Scotland and through professional networks and social media. Descriptive statistics and frequency analysis will be used to describe teachers' perceptions of PAL. The Likert scale responses will be categorised into three domains of teachers' perceptions: (1) PAL benefits, (2) PAL engagement and delivery, and (3) facilitators and barriers to PAL implementation. The survey findings will provide valuable insights into key aspects for adapting and adopting PAL programmes for use in ASN schools.



# WORKSHOP 7:

## Embedding Movement in Academic Lessons



**Miranda Bodi-Torralba**



Viability and application of active breaks in Primary Education to enhance academic Performance

***Tuesday June 18th, 15:30 pm - 16:30 pm***

**introduction:** There is substantial evidence regarding the impact of school-based physical activity interventions on enhancing cognitive development and academic performance. However, a significant limitation lies in the lack of scientific evidence detailing how to adopt, implement, and sustain these interventions under real-world conditions, specifically within educational settings. To assess the applicability and feasibility of school-based interventions involving active breaks, it is imperative to gain a deeper understanding of the organizations, intervention agents, students, and social influences within the school environment. **Methodology:** A mixed-methods approach will be employed, involving school leadership teams, teachers, and students. Instruments will be based on the RE-AIM theoretical model, and the content of these instruments will undergo validation through an expert panel using the Delphi methodology. Semi-structured interviews and surveys will be conducted with school leadership teams, teachers, and students. Interviews will be transcribed verbatim to facilitate data analysis, and conceptual labels will be applied to collate all data using a common analytical framework. **Results:** The study encompasses 16 educational centers, 16 members of school leadership teams, 41 teachers, and 700 students from 5th and 6th grades of primary education in the Balearic Islands. Its aim is to analyze the factors influencing the feasibility, adoption, and implementation of an active breaks program before its actual implementation in educational centers. The perceptions of these three stakeholders regarding an active breaks program will provide insights into facilitating factors and potential barriers. **Conclusions:** Understanding the elements that may impact the adoption, feasibility, and implementation of an active breaks program will significantly contribute to its effectiveness once implemented in real-world conditions within educational centers

# Conference

## Panel Debate

*Tuesday June 18th, 16.45pm - 17.45pm*  
*Great Hall*

Our panel will debate and discuss key themes that emerge throughout the day. The audience will be invited to ask questions and share their thoughts relating to the panel discussions.



**Amika Singh**



**Ian Holmes**



**Steve Caldecott**

# Conference

## Workshops and Presentations

### WORKSHOP 8:

## JU:MP: A Whole-Systems Approach to Physical Activity for Children and Young People in Bradford

Wednesday June 19th, 11.40am - 12.55pm



**JSB Lecture Theatre**



**Chair: Juana Willumsen**



**Sally Barber**



**Jan Burkhardt**



**The JUMP team**

This presentation is comprised of a series of short talks demonstrating a method of developing and implementing a place-based whole system approach to tackling physical inactivity. The presentation will include:

- The process of developing the JUMP whole-systems approach
- Description of the JUMP programme and its implementation
- How neighbourhood action groups drive local change and link up the system
- The role of greenspaces within the system
- Working with Islamic Religious Settings to facilitate physical activity and tackle inequalities.

Although the JUMP programme targets children and young people (aged 5-14) in Bradford, the approach can be adapted to other localities and populations. Despite system approaches to public health problems being increasingly discussed, their development and operationalisation is still sparse; this work demonstrates how in practice, a systems approach can be taken.

In 2018, Sport England commissioned 12 places across England to explore how the whole picture of physical activity could be changed to improve the lives of people experiencing inequalities. Bradford is one of these 12 places and has developed and delivered the JUMP Programme (which stands for Join Us Move Play). JUMP aims to increase physical activity for 5-14-year-olds from different ethnic backgrounds living in some of the most deprived areas of the District. JUMP takes a whole-system approach: working with families, communities, schools, organisations, making improvements to the environment, and embedding physical activity into local policy. There are 15 workstreams within the programme which are built on research, evidence and in-depth insight work with children and families. The workstreams link up with each other to help create a whole system whereby children and young people have better opportunities to be physically active everywhere they go, every day.

# Conference

## Workshops and Presentations

### WORKSHOP 9:

### Reframing Physical Education: PE for Life

11.40am - 12.55pm



**E92**



***Chair: Lawrence Foweather***



**Jean Keay**



**Sue Wilkinson**

In partnership with the Association for Physical Education (afPE), the 'Physical Education for Life' (PEL) Project seeks to reframe school PE as the 'connective catalyst' for all young people's lifelong engagement in physical activity. As the only place where all young people are guaranteed long term exposure to PEL-related learning, the role of school PE in supporting each young person's physical activity journey cannot be overstated. However, because school PE has traditionally focused on specific sports and physical activities, it has often had limited influence on many young people's lives beyond school. PEL subsequently seeks to re-create school PE as a more personalised and holistic experience that purposefully sets out to develop all young people's foundation for a lifelong engagement in physical activity. In this session we subsequently explore how viewing PE as a lifelong process influences the nature of the curriculum and the teaching and learning approaches offered to children and young people. By recognising PE as an ongoing learning process and not simply a time limited school subject, we consider the influence of the many and varied life-wide opportunities that young people meet as they grow up. afPE will explore what is effective practice in transformative PE to make a difference to the lives of children and young people.

# Conference

## Workshops and Presentations

### WORKSHOP 10:

## Opportunities for Physical Activity through the School Day

Wednesday June 19th, 11.40am - 12.55pm



*Great Hall*



*Chair: Amika Singh*



This seminar is perfect for educators and policymakers seeking practical, evidence-based approaches to infuse more movement into every school day. Presentations cover a range of physical activity opportunities, including the Daily Mile, peer-led walking programmes, play patrols during recess, yoga and outdoor learning.



# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Bina Ram**



Real-world application of a scalable whole-school physical activity intervention: a survey of the implementation of The Daily Mile in Greater London primary schools

***Wednesday June 19th, 11.40am - 12.55pm***

Whole school physical activity interventions are considered ideal given their potential to reach most children. The Daily Mile is a popular whole school intervention with a global reach. It recommends ten core principles for successful implementation, three of which are key for effectiveness: that it is quick (15 minutes), the whole school participates, and that it takes place in the school day during lessons (excluding physical education lessons and scheduled breaks). Studies assessing the impacts of The Daily Mile do not often report implementation of the principles which is crucial to identifying the potential impact and feasibility of scalable interventions in real world settings. Therefore, we created and distributed a survey to 1,717 Greater London primary schools during September 2020 and achieved a 21% (n=369/1717) response rate by September 2021. Our sample was representative of Greater London primary schools with responses from every London borough. A total of 196/369 (53%) schools reported implementing The Daily Mile but none of them reported adherence to all ten core principles. Adherence to at least 6/10 principles in various combinations was reported by 54/196 (28%) schools. Only 19/196 (10%) schools that reported implementing The Daily Mile reported adherence to the three key principles recommended for effectiveness. Impact: Despite its popularity and global reach, our findings suggest that an implementation gap exists when The Daily Mile is adopted in real-world settings which is likely to challenge its intended purpose. Learning: Implementation of The Daily Mile is variable across schools which may impact its effectiveness. However, we do not yet understand what factors that can improve adherence to The Daily Mile to increase the potential public health impact.



# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Maria O'Kane**



Key findings from The Walking In Schools (WISH) Study, a peer-led walking intervention for adolescent girls

***Wednesday June 19th, 11.40am - 12.55pm***

**Project Description:** The effects of walking interventions on adult health are known, however the potential of walking to promote physical activity (PA) in adolescents is less known. This study evaluated the effectiveness of a novel, school-based walking intervention at increasing PA levels of adolescent girls. Female pupils aged 12-14 years, were recruited from eighteen (mixed or single-sex) schools across the Border Region of Ireland/Northern Ireland. Schools were randomised to control (usual physical activity; n9) or intervention (n9). In intervention schools, female pupils (15-18 years) were trained as walk leaders and led the younger pupils in 10-15min walks before school, at break and lunchtime. Walks were in school grounds and pupils were encouraged to join as many walks as possible. Excluding holidays, the intervention was delivered for a full school year (18-21 weeks). Accelerometers measured PA and the primary outcome was total PA (cpm). **Impact:** In total, 589 pupils were recruited (intervention: n286; control n303). Baseline moderate-vigorous PA (MVPA) for the intervention group was (median [IQR]) 36.1 (23.0) mins per day and 35.3 (19.8) mins per day in the control group. At baseline, only 15% (n37) of intervention and 10% (n29) of control participants met PA guidelines (60 mins MVPA per day). Post-intervention total PA (cpm) did not statistically differ between groups when adjusted for age, body mass index z-scores and baseline PA (mean difference, -33.5, 95% CI= -21.2 to 88.1; p=0.213). **Learning:** 'Scaling-up' PA interventions is challenging. Despite a promising feasibility study, the results of this fully powered trial indicate that in this context, the walking programme did not increase PA. Since the COVID-19 pandemic, school environments have changed and although pupils enjoyed the programme, attendance at walks was low. There is a need to better understand the implementation of interventions such as WISH within schools.

# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Getter Marie Lemberg**



Outdoor recess already on some days of the school week is associated with higher physical activity levels and lower sedentary time of students

***Wednesday June 19th, 11.40am - 12.55pm***

**Project Description:** Recess, especially outdoor recess, has been mentioned as the most beneficial part of the school day for increasing students' physical activity (PA) levels. However, outdoor recess culture in Estonia is fairly new and many schools are at the initial stages of implementing outdoor recess in their daily school schedules. Therefore, this study aimed to measure and compare the levels of PA during recess and school time between schools with different recess opportunities in students from 15 primary schools in Estonia. All participating schools were members of Schools in Motion program. Students from grades three to six (9-13-year-olds) were included in the study. Sedentary behaviour and PA levels were measured with accelerometers. Schools were divided into three groups based on the school day structure: 1) "outdoor recess"; 2) "outdoor recess on some days"; 3) "indoor recess". **Impact:** "Indoor recess" group spent significantly more time sedentary during recess compared to "outdoor recess" and "outdoor recess on some days" groups, accordingly 43.6%, 30.8%, and 34%. Recess time spent in moderate-to-vigorous PA (MVPA) remained similar for all grades in the "outdoor recess" group, whereas in other groups the trend of increased sedentary time and decreased MVPA was found with increasing age. "Outdoor recess" group reached the highest total school time MVPA (27.7%) during recess compared to other groups. Even though no significant difference was found, girls acquired more total school time MVPA during outdoor recess compared to boys (28.3% vs 26.9%). **Learning:** These findings emphasize that outdoor recess can be an important addition to daily school schedules to increase student's PA levels, and outdoor recess even on some days, is already associated with higher PA levels and lower sedentary time of students. In addition, outdoor recess can be a useful tool for slowing down the decrease of PA levels as children grow.

# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Spyridoula Vazou**



Feasibility and usability of teacher-delivered integrated physical activity in the classroom: Walkabouts

***Wednesday June 19th, 11.40am - 12.55pm***

PA wide-range of movement integration (MI) programs have been developed with increasing evidence of effectiveness on physical activity (PA) levels, cognition, and academic outcomes. For MI programs to be adopted, feasibility and usability need to be evaluated. The purpose of this study was to explore teacher experiences from the implementation of “Walkabouts”, a web-based platform that integrates 7-10 minutes of PA with math and language arts in the classroom from preschool to second grade. A total of 542 elementary teachers completed an online survey about their experiences with Walkabouts at the end of the school year, over three years (2017-2019). Chi-square tests were conducted with comparisons between two levels (1=low level and 2=high level). Initial comparisons per year showed no significant differences, therefore, the year the program was implemented was not considered in the analysis. Significant differences on the proportions of the responses for all variables in favor of MI ( $p < .001$ ) was found. Teachers perceived the web-based MI program to be important in order the students to stay engaged, focused, and physically active, it helped them learn and improve behavior, it was easy and fun to use, easy to access, didn't require much or any preparation time and training, complimented their teaching, had variety, and overall implementation of the program provided a positive experience for students and teachers. The only challenge identified was related to technical support, with no significant differences ( $p > .001$ ) between those teachers who needed technical support and those who didn't. Walkabouts was perceived as highly feasible, effective and easy to use. MI programs with the aforementioned qualities may be sustainable in the classroom.

# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Niamh Hart**



Evaluating the feasibility of a classroom-based yoga resource

***Wednesday June 19th, 11.40am - 12.55pm***

**Project description** Evidence suggests yoga may be a beneficial form of physical activity in schools to improve the mental and cognitive well-being of young people. However, the evidence base of yoga interventions delivered in schools has been conducted mostly outside of the UK. Using the MRC framework for developing complex interventions, the Behaviour Change Wheel (BCW), and stakeholder input, a low-cost classroom-based yoga resource was created. The resource targeted the BCW intervention functions to increase knowledge of yoga and improve the confidence of teachers to instruct it. The resource named PAUSE consists of four elements: a teacher-training session; classroom poster; additional guidance booklet; and online hub. As stipulated by the MRC guidance, mixed methods were utilised to evaluate the feasibility of this resource in three Scottish schools. Impact PAUSE was delivered by teachers to their students in classrooms across a 5-week intervention. Teachers reported increases in knowledge and self-efficacy pre and post receiving training of the resources, and at the end the intervention compared to baseline. Observations to ascertain fidelity and delivery of the intervention showed teachers delivered PAUSE safely and as intended. Reports of engagement, impact, usage, barriers and facilitators to usage were collected by teacher weekly diaries. Additional end of trial questionnaires measured teacher and student acceptability and recommendations for future resource refinement. Learning The results from these measures suggest users find PAUSE feasible, usable, and acceptable. Further refinements of the resource may be required to improve content, delivery, and engagement of PAUSE. A larger controlled trial may be warranted to measure the impact of the resource on physical activity, health, and cognitive outcomes of students and understand feasibility of nationwide roll-out of the resource into UK schools. This resource may provide the utility of yoga to act as one component of a whole-school approach to physical activity.

# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Jacob Have Nielsen**



Play Patrol- young to old pupil relationship improve social relations and wellbeing in recess physical activity

***Wednesday June 19th, 11.40am - 12.55pm***

Project Description: For over 15 years the Play Patrol initiative have created fun and active recess time. The initiative builds on young to old relationship between pupils, where 5-7th grade, pupils are educated to conduct high quality recess activities for 1-3rd grade pupils. The main purpose is to improve pupils' wellbeing in school through fun physical activities provided by older pupils to younger ones. In 2023 Danish School Sports educated more than 2400 pupils from 133 schools as Play Patrol instructors, to go home and create active recess activities for younger pupils. Impact: An extensive evaluation including observations, interview and survey among teachers and Play Patrol coordinators revealed that physical active recess activities with Play Patrol positively impact aspects of well being during recess. This includes pupils feeling safer during recess, more pupils being a part of the community, improved cooperation and resilience and higher degree of relations across classes and age groups. Furthermore, wellbeing in the class was positively affected by Play Patrol, however to a lesser extent compared to recess. The responsibility Play Patrol instructors experience improved important personal skills such as the ability to comfort the younger children, include them in activities and act as role models. Learning: The young to old relationship between pupils is a strong foundation for whole school physical activity initiatives. In addition to being a fun and popular recess opportunity Play Patrol positively affect social relationship and aspects of wellbeing among pupils. Pupil involvement and responsibility may be an effective initiative in other areas of the school day to support whole school physical activity.

# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Michal Vorlíček**



Promoting active transport and educational gamification: enhancing youth physical activity

***Wednesday June 19th, 11.40am - 12.55pm***

This research focuses on addressing insufficient physical activity among youth, highlighting its practical application in education and supporting active school transportation. Emerging gamified interventions, like the Gamifiter web portal, offer innovative approaches to fostering healthy habits and motivation for physical activity. Gamifiter engages users in virtual challenges tied to daily step counts, aiming to boost activity and physical literacy. Involving 107 students aged 12-13, the intervention utilized Garmin Vívofit trackers alongside Gamifiter, providing personalized activity reports and challenges. Results revealed a significant increase in daily step counts, indicating Gamifiter's positive impact on student activity levels. Feedback from surveys showed students' positive perceptions and high motivation. Educators praised Gamifiter for promoting physical activity and literacy, though some desired more customization. This study underscores gamified interventions' potential in promoting healthy lifestyles within educational settings. Positive attitudes and increased activity levels highlight gamification as a valuable educational tool, motivating students and supporting physical activity. In conclusion, Gamifiter's success in encouraging higher activity levels underscores its practical utility in promoting a healthy lifestyle within schools. Integrating strategies to support active school transportation could further enhance such interventions, fostering overall student well-being and academic success.



# WORKSHOP 10:

## Opportunities for Physical Activity through the School Day



**Jesper Schmidt-Persson**



Cross-sectional associations between aerobic fitness, general well-being, and school motivation: preliminary results from the ACTIVE SCHOOL study

***Wednesday June 19th, 11.40am - 12.55pm***

**Purpose:** The objective was to investigate the cross-sectional associations between aerobic fitness, general well-being, and school motivation among Danish school children. **Methods:** We used baseline data from the ACTIVE SCHOOL study, which is a 3-arm cluster randomized controlled trial. The analyses are preliminary, as the study is ongoing. Currently, 22 schools participate, and 797 children attending third grade have been enrolled (mean age: 8.4 years). Aerobic fitness was measured using the Andersen test, overall well-being was assessed with a shortened and child-reported version of the KIDSCREEN-27 questionnaire, and school motivation was assessed using an adapted and child-reported version of the Academic Self-Regulation Questionnaire. Analyses were conducted using mixed linear regression models adjusted for gender, body mass index, and bilingualism including the random effect of school. **Results:** The analyses for well-being revealed a significant relationship between children's aerobic fitness and general well-being (beta coefficient: 0.38, 95%CI: 0.23 to 0.54). This relationship was also evident across the four subscales for physical well-being, psychological well-being, peer- and social support, and social environment. The analyses for motivation showed that children's aerobic fitness was associated with higher overall school motivation (beta coefficient: 0.19, 95%CI: 0.08 to 0.29). Additionally, children's aerobic fitness was also significantly associated with higher scores on the independent subscales for intrinsic motivation and identified regulation. **Impact:** In conclusion, the cross-sectional analyses suggest that higher aerobic fitness is associated with higher levels of well-being and school motivation in third grade children. These findings support that improving fitness among children may help support well-being and this may have positive impact on motivation for schoolwork.

# Conference

## Panel Debate

*Wednesday June 19th, 15.10pm - 16.00pm*  
*Great Hall*

Our panel will debate and discuss key themes that emerge throughout the day. The audience will be invited to ask questions and share their thoughts relating to the panel discussions.



**Anna Chalkley**



**Karen Milton**



**Juana Willumsen**

# WSPA 2024

**Whole-School Physical Activity Conference 2024**

17th June - 19th June, Bradford, UK



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